

The School Journal.

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THE SCHOOL JOURNAL.

A Weekly Journal of Education.

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New York, December 13, 1884.

THE need of a New Dispensation in education has been keenly felt by many teachers. Of course those who have looked upon education as the absorption of the Spelling-Book, the Grammar and the Arithmetic have felt no inspiration to nourish the germs of manhood and womanhood. But there have been those who have looked forward to the brighter and better day; like the patriarchs of old they have prayed for the breaking of the shackles that have bound the minds of both teachers and parents. There is gladness in many teacher's heart that the day is coming when he can do for the child what his best judgment dictates.

MUCH has been said in England concerning over-pressure. It is charged by Dr. Brown that the schools are killing a part of their pupils and seriously impairing the bodies and brains of the remainder. Several instances are specified of fatal results to teachers and scholars. The controversy so far only touches the surface. The difficulty on that side of the ocean, as well as on this, is deeper seated. The entire organization is at fault. We are living in a time when the thought of many school officers seems to be unable to rise above grading and promotion, through exact examination by per cents. The difficulty is in the idea of what a school is expected to do. The common thought of public education seems to be buildings, examined teachers, exact courses of study, which all pupils must follow regardless of natural tastes, public examiners, and exact results in columns of figures. No teacher in a grade can go beyond a certain point in each of the studies. All pupils must study the same

branches and must pass a certain per cent before there can be promotion.

NOTHING that President Garfield ever wrote will live longer than the following. It is full of golden thought for all concerned in the management of our schools.

"It has long been my opinion, that we are all educated, whether children, men, or women, far more by personal influence than by books and the apparatus of schools. If I could be taken back into boyhood to-day, and had all the libraries and apparatus of a university, with ordinary routine professors, offered me on the one hand, and, on the other, a great, luminous, rich-souled man, such as Dr. Hopkins was twenty years ago, in a tent in the woods alone, I should say, 'Give me Dr. Hopkins for my college course, rather than any university, with only routine professors.' The privilege of sitting down before a great, clear-headed, large-hearted man, and breathing the atmosphere of his life, and being drawn up to him, and lifted up by him, and learning his methods of thinking and living, is, in itself, an enormous educating power."

COURSES of study, empirical examinations, mathematical marking, rigid adherence to text-books, do not educate. Used alone, they repress and kill; but a teacher of sympathy and knowledge earnestly and honestly seeking for light and truth, untrammelled by educational straight-jackets, and not barricaded with impassible walls of rules, left free to work out what is within, such a teacher will always educate. The routine follower of grade is dead and buried, with tomb-stone erected. According to the annual system of promotions in our cities, pupils who fail to pass must be put back a whole year. The result is discouragement, and, often, an abandonment of school altogether. The average child is not able to attend school many years, and when he is obliged to go over the same course two years in succession there is a positive loss no after time can possibly repay. Supt. Hinsdale, of Cleveland, well says in his recent report that

"The graded school system, particularly in large cities, has been criticised as stiff, inflexible, and machine-like. It does not move the children, one by one, but in companies, regiments and brigades. This criticism is just. Nor can the objection be wholly done away—it lies in the nature of the case."

THE President of the New York City School Board says:

"The problem before us is to know how to deal with masses—whole platoons of pupils."

Well said! It can never be solved until a new race inhabits this earth with all their mental, moral and physical characteristics alike. Each child is before the teacher as a separate study, to be treated as an individual with individual characteristics. Classes must be formed to suit the pupil, not pupils twisted, turned, stretched, compressed to suit the class. All mental, moral, physical and divine philosophy is opposed to the treatment of all alike. The history of the race denies its possibility, and human instincts rebel at its attempt.

The ordinary city graded school is a grand mill in which the great problem to be solved

is that the same education must be given to all the children alike. The problem can not be worked out, at least, until all children are alike and grow up mentally and physically the same. That the public school graded system as now organized tends to make machines, can not be denied. That freedom so essential to the teacher's success is abridged, if not entirely destroyed, for its essential principle is stereotype form, rigidly, blindly and universally followed. It lacks spontaneity, its spirit is repression; it is out of harmony with the genius of our age, and tends to destroy all interest in educational improvement. It is an admitted fact that the least spirited of all our teachers are those of our largest cities, where the principal effort is to follow directions and get ready for examinations. It promotes the number of

"Public hackneys in the schooling trade,
Who feed a pupil's intellect with store
Of syntax, truly, but with little more;
Dismiss their cares when they dismiss their flock,
Machines themselves, and governed by a clock."

In these strict graded schools young women are not surrounded by pupils eager to learn, looking up, asking to be taught, in expectancy of mental food. The spirit is repression, learning lessons, committing to memory. It is all down, down, not up, up. It is death not life. The spirit is, "Go along, study," not "Come with me, let us look into this subject together."

Good, honest men, like Edward Everett Hale and Chas. Francis Adams, cannot put up with such a state of affairs, and cry out against it. Yet even these men do not see how it can be remedied.

If a whole day is bad half a day is half as bad. The remedy is not, as Dr. Hale demands, "Half time," but a whole reconstruction. Leave each individual school to its principal. Do not require every pupil to study all the branches of a course. Let there be freedom in forming classes. Study personal tastes. Teach the pupils what will develop mental and bodily strength. Abolish test examinations. Let superintendents visit and find out all they can, but not as task masters. Rigid grading by test examinations should at once be reformed. The sentiment of the majority of the thinking people is with us.

THE London Times recently said:

"Whenever schools shall be worked upon true principles, and not the tongue and memory only receive nearly all the training, but hand, and eye, and ear, and judgment, and feeling, and nervous vigor, all receive their due share, and the immeasurable distinction is imperatively made between those who are merely teachers and those who are born and cultured educationists—then school will be the happiest place in the world, and there will be growing up a race attractive in form and feature, skillful in art, full of energy for work-day employment, true and sympathetic in judgment, well informed in necessary knowledge, and almost unlimited capacity and will for receiving more, and with a taste, almost ideal in its purity, that shall extend from the lowest things of life to the highest. Overpressure then will never be spoken of."

THIS week's JOURNAL contains twenty pages—four more than usual. This is caused in part by an extra amount of advertisements, crowding upon us at this season of the year. We add to the amount of educational matter, and also satisfy the demands of our numerous advertisers.

DURING the present month the State Teachers' Associations of Iowa, Illinois, Indiana, Wisconsin, New Jersey, and Minnesota will hold their annual meetings. In our next number we shall publish the various programs as far as it is possible for us to obtain them.

It is impossible for us to furnish definite information concerning board at New Orleans, or price of tickets to and from, more than to say it is probable that if parties can be arranged, round-trip tickets can be bought for \$45.

THE Michigan State Teacher's Association will hold its thirty-fourth annual meeting at Lansing, December 29, 30, 31. Addresses will be delivered by Dr. C. O. Thompson, Terre Haute; Prof. Payne, Ann Arbor; Col. Parker, of Normal Park; and Rev. Stewart Reed, Battle Creek.

SUPT. J. A. LAPHAM, of Chickasaw County, Iowa, says the reason why many are reaping so little from one, two, or three terms in ever so good a high school is because the rural schools are so poor. Random, indefinite work has been tolerated, and systematic mental training is frequently quite unknown to the youth of sixteen and eighteen. This building of the foundation must be done before the higher work can proceed.

No work is more imperative on teachers than the education of a taste for good literature. Bad reading is overwhelming us: its flood-gates must be closed and teachers must take hold of this work in real earnestness. A taste for good literature can be formed quite young if only the right reading is provided. There never was a time when so many excellent books for the young were published. *Get them into the hands of the children at once.*

OUR readers will notice that we have devoted a good deal of space to a most valuable catalogue of books for the young. Each one can be relied upon as excellent. Mr. Northrop's recommendation will at once give it undoubted character. The list, although prepared by Mr. Holbrook, especially for the JOURNAL, has been most thoroughly examined by Mr. N., and, as our readers will see, has received his written recommendation. It will be enlarged and issued by us in pamphlet form.

WE wish to call attention to another excellent list prepared by Prof. James M. Sawin of Providence, R. I. His catalogue is graded—"a working list." Every book has been thoroughly examined with a view of its adaptation to the various ages of children. His school library (800 vols., in constant use) has been made the basis of his selection. Children's tastes, progress in good literature, ability as to age etc., have been carefully noted each week for several years, from which he has perfected a most valuable catalogue, which teachers will do well to obtain. It can be had of him for a postage stamp.

MR. HENRY IVISON of the well known firm, Ivison, Blakeman, Taylor & Co., died on the 26th ult. He had been for more than half a century connected with the book trade. Born in Glasgow, Scotland, in 1808, he came to this country with his parents at the age of twelve and was employed at first in Utica, this state. For sixteen years he conducted business for himself at Auburn, N. Y., when he removed to New York city and became a partner with Mr. Mark H. Newman. In 1856, the firm became Ivison and Phinny; more recently it has been known under its present name, as one of the most extensive school-book publishing houses in the United States. Mr. Ivison possessed great business qualities and was esteemed by all who knew him for sterling integrity and high moral character.

SUPT. MELENEY of Paterson, N. J., reports a total enrollment of 7,130 pupils in the schools; general average attendance, 6,460, equivalent to 90 per cent. He says that the streets of Paterson are filled with truants, and boys who are not already adepts in vice and crime soon become so under the tutelage of this dreadful street element with which they come into contact. He thinks that the authority to corporally punish in certain instances would doubtless have a beneficial effect; but as this is prohibited there is but one course to be pursued with troublesome pupils, and that is to suspend them—which means to turn them out into the streets. Evidently, as he says, something ought to be done. He suggests that truant classes might be formed in the unoccupied portions of suburban school houses, in several of which there is ample room, and officers should be empowered to gather the youth from the streets that they might be instructed and the evil that now threatens averted.

This question of what to do with truant classes is one yet to be answered. Paterson is not the only city where vagabondage is systematically in active training.

SUPT. HIGBEE at a recent Institute at Huntingdon, Pa., made a telling reply to the charge that the public schools are "Godless" because religion can not be formally taught in them. He said that if theology and religion were identical there might be some truth in the charge. "What we want in our school is teachers of good Christian character, not creeds and catechisms." "The charge has been made that the best the schools are doing at present is to keep children out of mischief." "If they did nothing more than keep out of mischief the 900,000 school children of this commonwealth for six hours a day, five days of the week and ten months of the year they would still be doing more for the moral development of these children than all the churches of the state." He spoke of the frequent change of teachers as standing in the way of better moral results in education. "What would become of the moral training of children in the best family if father and mother were to be changed every year or every two years?" Dr. Higbee is an eloquent and polished speaker, and is rapidly moulding and directing the educational thought of Pa. through his lectures and addresses at educational conventions.

SUPT. C. McMILLAN, of Utica, N. Y., in his report says: "I desire to enter my earnest protest against that laxity of municipal school laws which permits so many children to roam idly about the streets, in a neglected, forlorn condition, regardless alike of school duties and privileges. The fact cannot be ignored that these same children, however ignorant or vicious, must soon become in the community an active, living force, exerting a prejudicial influence upon the cause of good morals and the welfare of society at large. Public interests demand that the perpetual influx of lawlessness, vagrancy, and crime in the community by juvenile offenders should be held under vigorous restraint by every legitimate means. We owe ourselves a duty, as a protective measure, to properly train in the public schools, these children to habits of order, industry, and study, and thus to lay a permanent foundation whereon to build good characters and virtuous lives. The imperative need of a compulsory school law comes like a wail of wrong and distress, not alone from street children, but from scores of others deprived of school privileges, who are forced to weary hours of toil, at a sacrifice of health, if not of their young lives. Intemperance, and consequent poverty in the family, subjects great numbers of children to the abject necessity of sacrificing school to earn a scanty pittance for themselves and family. From these grievances and wrongs there seems to be but little moral, and no legal redress, save in a sweeping compulsory law, defying avarice, vice, and cupidity of the parents on the one hand, negligence and indifference on the other, and thus to rescue from ignorance and degradation this unfortunate class of children and youth.

For the SCHOOL JOURNAL.

NORMAL TEACHING.

STATE NORMAL SCHOOL, Peru, Neb.

LESSON IN PSYCHOLOGY.—During the whole year Mr. Farnham has charge of the senior class in Psychology. The text-book used is Porter's "Human Intellect," but it seems rather as a means of keeping an order of work than as the orthodox text-book which is to be learned by rote.

The lesson reported below was upon the order of Intellectual Development, and was conducted informally by means of questions and answers between teacher and pupils.

The recitation began by a student giving a summary of the lesson of the day before.

Student: At an early period in the child's life the mother tests the senses of the little one. She is anxious to know whether he can hear and see well, and to this end she presents objects that are likely to attract the attention. At first the only indication that the child perceives the object is to be found in the change of expression, in the countenance. Later the eye will follow the object if it is removed. Similar manifestations result when sounds are presented to test the hearing.

The little one next begins to distinguish between pleasant and painful experiences. The finger placed upon a hot surface affords a painful sensation, etc.

Teacher: After the child has had experiences of different kinds, how does he employ his mind?

S. He recalls the pleasant experiences.

T. What is true in regard to the child busying himself with creations, when away from the objects which have occupied his attention?

S. That brings in imaginative power, which, at the age of two or three years is great.

T. What will the child do?

S. He will observe acts, and sometime after will recall and imitate them.

T. Your author is silent upon this point. You must yourselves furnish evidences of the child's power to create.

S. We know by the questions he asks that the child has creative imagination.

Another S. We know this also by his fondness for hearing fairy stories, and for constructing them.

T. You have observed children at play; what will they do?

S. They will play "keep house," will make believe some one knocks at the door, and will say "come in" in a way that shows that they really imagine a person standing at the door and knocking.

Miss B. That seems to me to imply imitation rather than creation. The child has heard other persons say that, and recollects it.

Miss D. The child attributes life to inanimate objects.

Miss S. That appears to imply creative power.

Miss B. I think it merely implies imagination.

Miss R. What is the difference between imagination and creation?

T. That leads us back to the meaning of the word imagination.

Miss L. It means the act of imagining.

T. Does it always imply merely imagining?

Miss D. I think not; because the child makes new products unlike anything he has ever seen. There appears to be more than imagining in that.

T. What do you understand by creation?

Miss B. I think creation is the act of making something out of nothing.

This led to reference to Webster, and after a short delay the conversation was resumed.

T. Through different signification in terms, we are in continual danger of misconceptions. Now, come back to the question, "What is imagination?"

You answer, the act of imaging. The child has perceived something, and a change has taken place in his mind. This change has been such as to enable him, in a way, to bring back what has occurred. What do you call that which he brings back?

Mr. F. We call it a product.

T. We gave it another name.

Miss C. We call it an image.

T. This act of re-forming the percept is the im-

agination. Now, we have different modes of recalling. We have the simple act of imaging, and the act by means of which images are placed in such relations that new products are formed. This last is creative imagination.

Miss D. Do you say that imagination is the act of recalling the image?

T. If you mean reconstructing an image, yes. It is the process of shaping previous perceptions. Just here it is difficult to discriminate between memory and imagination.

We can, however, hardly tell what is passing in the child's mind until he talks, then judging from his talk, we believe that many of his experiences must have come in the earlier stage of his existence, before he had power to use language.

Perhaps you can furnish other instances of the child's power to create.

Miss D. The little one will choose a rude rag doll in preference to one nicely made.

This led to considerable discussion, some thinking that, as a rule, a child prefers a well made, beautiful doll. Instances on both sides were furnished, and the teacher suggested that the rag doll might possess properties which the wax or china doll does not, and that these properties might make it the more desirable plaything. He also mentioned an instance of a child playing and sustaining for some time the part of a grown person.

T. This subject of imagination requires very careful consideration. If properly controlled and trained, the imagination becomes a very important educational appliance; but everything depends upon the accuracy and appropriateness of the imaging. Day-dream imaging is destructive mentally, and indulgence in the habit greatly hinders one's usefulness.

Miss W. Can the habit be controlled?

Miss A. To some extent, yes. We know we can by a strong effort of the will fix our minds upon the lesson before us, and, for a time, exclude other subjects. In summer, I sometimes allow myself to indulge in day-dreams, for then I am resting and do not care to think closely; but in term-time I control my mind by my will, or I could not do my work.

Another S. I think the habit might be controlled in the child by giving him something to do with his hands; by making him produce visible results.

T. Perhaps we have spent time enough upon this as the basis for considering the order of development of the faculties. We have, first, those exercised by contact with things.

Miss L. We have first, *sense perception*, then, perhaps imagination, or the imaging of the products formed.

T. What does the child do with the products he images?

S. He discovers likenesses and differences between them.

T. He sees in individuals certain agreements; e.g., human beings all possess eyes, hair, etc. What does he now do.

S. He classifies according to agreement.

T. What is the basis of his classification?

S. He classifies on the basis of the common attributes of different individuals. This enables him to think of them together, which is his power of generalization.

T. What next?

S. The child soon sees order of sequence.

T. What does he get?

S. He gets some conception of cause and effect, and so begins to exercise judgment.

T. Many people confound judgment with reason. We get judgment when we have power to discriminate.

Miss B. I thought that judgment came before this.

T. So it does. What is true of the order in which faculties act?

Mr. L. We cannot tell their exact order. They act interchangeably, some preponderating at certain periods over others.

T. Associated with these, what are the faculties which induce the child to renew or avoid certain experiences?

S. They are the emotions.

T. And just here we may notice another tendency.

S. The will.

T. What precedes the first manifestation of the will, or volition?

S. Desire.

T. After going through the process of gaining knowledge from the external world, we come to questioning. Why are these things so? Why does sense-perception furnish products that can be reproduced? At what stage have we now arrived?

S. We have reached the critical stage.

T. At this stage what is the object of our study?

S. Our own souls.

T. When we have learned the fact that a certain sense-perception produces a certain experience, what question presents itself?

S. Why do things produce such effects.

T. Then we begin to study what?

S. The soul.

T. We are not satisfied till we see the why. How do we seek to satisfy ourselves?

S. We try an experiment.

T. Why was a wheel constructed to get at the law of falling bodies? Why not use a lever?

Miss B. Because of the adaptation of means to ends.

T. Two things are placed together to produce a certain result. What do we see there?

S. Design.

T. Whence does this arrangement emanate?

S. From God.

Another S. From the *Ego*.

T. We have now reached the region of causes and look out upon a world of phenomenon. Who is our associate now?

S. The Creator.

T. Yes; and the realization is probably what prompted Kepler to say, "I thank Thee, O God, that Thou hast given me power to think Thy thought."

A brief hush followed the closing words of the teacher, during which the pupils realized as never before the wonder of the study through which they were being guided. Then followed a summing up of the mental faculties in their natural order, and the lesson ended. In a single lesson it is quite impossible to give a correct impression of the scope of Mr. Farnham's work in Psychology. Without some knowledge of what precedes and what is to follow, the lesson must necessarily appear isolated and unfinished.

Mr. Farnham does not follow the lecture plan of many teachers of psychology, but seeks to present the subject objectively, trying to lead the pupils to unprejudiced conclusions regarding truth as they find it.

In furnishing illustrations, both teacher and class make use of the knowledge gained in other classes, thus involving a review of the subjects previously studied. Current events in the journals are discussed and analyzed psychologically, while characters from the best authors are continually presented as illustrations of knotty points. This method of considering literature is doing much towards making the students of the senior class thoughtful readers. Krusi's *Life of Pestalozzi*, the works of Dickens, Mrs. Stowe, and others, are being carefully read.

For the SCHOOL JOURNAL

MIND CLASS.

(See November 22.)

TIME OF STUDY—ONE WEEK.

1. What is sensation? perception? a percept?
2. How can it be shown that perception is an act of the intellect?
3. Explain discrimination. Show its importance. State two ways in which it can be cultivated.
4. Explain association, and state its importance.
5. In what way do you learn to associate impressions. How soon should association be cultivated? Why?
6. What is the presentative faculty? What the representative faculty?
7. Why is it necessary for the senses to be carefully trained?

For the SCHOOL JOURNAL

THE TRAINING OF THE SENSES.

MIND ARTICLE XIII.

It may seem to some of our readers that we are dealing with very trivial subjects in this and the last article, but a moment's reflection will convince them to the contrary. There can be no perception without sense action. The avenues to the thought must be in good order; distorted impressions come from disordered avenues. The training of the senses is important at each stage in life. No one is too old to neglect their exercise; in fact, the old need the most constant and active drill in this direction.

Continuing the *objective* course of last week, we will mention several additional exercises which may be used in all schools:

1. Hold up two different things of complex character until all have had sufficient time to see them. Put them out of sight; let them be described.

2. In the same manner exhibit three, four, five, six, etc., objects. Care must be taken not to confuse the mind by exhibiting too many at once.

Great skill is sometimes attained in the art of quickly seeing and retaining impressions. There was once a gentleman who could stand before the show window of a retail store five minutes and then go away and accurately describe all the objects exhibited.

Such power is rare. It is said that President Garfield possessed it to a remarkable degree.

3. Hold up a picture containing many objects. After all have seen it, remove and describe.

4. Place small pieces of camphor, alum, salt, and sugar, on the table. Let them be discriminated by taste; afterwards named by sight.

5. In the same manner, use solutions of tea, coffee, sugar, and vinegar.

6. Let pupils go into a common retail store and look around, and then go home and write the names of all they saw.

7. Hearing sounds as loud, low, high, base, long, short, harsh, soft, and telling at once their qualities.

8. Hearing the tones of the octave on an organ, A, B, C, D, E, F, G, and telling the name of each as soon as heard. Do not sound them in order.

9. Feeling substances that are greasy, smooth, rough, large, small, round, square, cube, pentagon, dodecahedron, oval, sphere, etc., etc., with eyes shut, and telling at once their shape and character.

10. Judging of distances; as height of a room, its length, breadth, the distance of a rod, a foot, a yard, 100 feet, etc., etc., and in every instance verifying the judgment, and trying again.

11. Judging of comparative distances. Draw a line on the board by measure; go to another board and draw another line of the same length without measure, verify and try again. Take a stove-pipe hat, look, draw a line the length of its height, the length across the top, longest way; verify, try again.

In all possible ways discipline, train, correct, render sharp and accurate all the senses; and this not for a day or year, but as long as school life continues. The time devoted to these exercises must be proportioned to the advancement of the learners.

It ought to be said over and over again that subjective attention follows objective. The things that are unknown become known by those that are known. Commencing with what a child sees, hears, smells, feels, and tastes, we conduct him by successive steps to what he can only conceive he can see, hear, smell, feel, and taste. He sees a cat, he comes to know how a tiger looks. The trembling mouse is in his mind an ox, and the little cat, a gigantic panther; the mound of sand becomes an immense mountain, and a small pool of water becomes Lake Superior. After several years of mind training the conceptive faculty is so far developed that he can think of this earth as a vast globe and human beings as insignificant mites on its surface. By and by, when full maturity is reached and a thousand objective impressions have

become subjective *he can see the ecliptic, the equator, the equinoctial, the precession of the equinoxes, the nodes of the moon and all the planets in their revolution around the sun.* By and by he can rise higher and conceive the true constitution of the universe itself.

But he does not stop here. From the region of the subjective he goes into the domain of the abstract, and quantity occupies his mental sight. He sees the conic sections, and computes the value of infinitesimal terms. The higher mathematics open to his enlarged sight. But he takes one step more and then reaches the utmost limit of human seeing. He grasps the subtleties of logic and reasoning, and judges, compares, and decides the value of arguments. *He goes no further.*

In all of this there are these four steps:

1. From the objective to the subjective.
2. From the subjective to the conceptive.
3. From conceptive thought to the idea of quantity and its relations.
4. From the idea of quantity and its relations to the higher ideas of comparisons, judgments, and conclusions.

The foundation stone of all is objective sight, hearing, smelling, tasting, and seeing. The judge begins here, and whenever he renders a decision he commences just where a little child begins, and sees and hears just as patiently and clearly as it is possible for a child to do.

No man, however high, ever gets beyond objective perception.

So much depends upon it during all life that its cultivation should form the essential and prominent work of an elementary course in all our schools.

A SAMPLE EXAMINATION PAPER.

The following sample examination paper is commended to our city and county superintendents. It is given on the authority of the *Waterford (N. Y.) Advertiser*:

1. How many grains of sand in the great desert? 1 credit.
2. Record the first words of Henry VIII., and the last words of his sixth wife. $\frac{1}{2}$ credit.
3. Who was chief of the Modocs at the time of the Norman conquest? $\frac{1}{2}$ credit.
4. Who shod the horse on which Sheridan rode to Winchester? $\frac{1}{2}$ credit.
5. Name all the aldermen of New York City from 1492-1900 inclusive. 1 credit.
6. Trace any difference between George Washington and Shem, son of Noah. $\frac{1}{2}$ credit.
7. In the same manner, the similarities between Napoleon and yourself. $\frac{1}{2}$ credit.
8. Who was not the "mother of her country"? $\frac{1}{2}$ credit.
9. If the battle of Waterloo had been fought in England, in what part of the island would it have taken place. $\frac{1}{2}$ credit.
10. Can you give any reason for the supposition that Grant is a descendant from the Queen of Sheba? $\frac{1}{2}$ credit.
11. Transcribe from memory the Declaration of Independence. $\frac{1}{2}$ credit.
12. As a test of general intelligence.—When, where, and how, did who do what?

THERE is considerable hope that the bill authorizing government aid to the South will become a law at this session. Mr. Willis, of Kentucky, who is the author of the bill reported by the House committee, has said that, with slight modifications, he is willing the Senate bill shall be substituted for his own. The changes he suggests are to extend the period of the proposed act from eight years to nine years, and provide that the maximum appropriation in any one year shall not exceed \$11,000,000. Each State is required to raise an amount equal to its share of the Federal appropriation; and Mr. Willis says that with a yearly appropriation of \$15,000,000 several of the Southern States would be unable to raise a sum sufficient to entitle them to claim their full share.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

HOW TO KEEP CHILDREN BUSY.

SHOE pegs are the most convenient objects to be used in number lessons. They may be bought by the quart at the shoemaker's for a few cents, and may be kept in little bags hung by the seats, to be used as often as necessary.

Boards one-half inch in thickness and six and one-half inches square may be ruled with vertical and horizontal lines one-half an inch apart. Holes may be bored where the lines intersect, large enough to hold shoe pegs.

1. The children may fill one row with pegs and count them, then two rows, and so on, as they are able to count. They may arrange them in columns of twos, all over the board, leaving a vacant row between, and learn to count them rapidly; then in threes, fours, etc. They may begin with one peg and arrange all the rest in twos, which will give the odd numbers; then leave the one at the top and arrange in threes; then two at the top; leaving the threes as before. They may be thus taught to make their own addition tables and copy with the appropriate signs plus + and equals = on their slates. The teacher may write it on the board as the children place their pegs; they stating each time what she is to write. After each addition table, the subtraction table may be made by taking the same number away each time. Ten times the number added is sufficiently far to go in any of the tables. When the children understand the method, they may make the tables without the teacher's aid, she merely stating what tables they are to make. By glancing over the boards and slates the teacher can readily see whether they are correct.

2. They may arrange the pegs in straight lines in every position—curved, crooked, broken, waved, spiral, circles, arcs, angles, triangles and all the plain figures.

3. They may form letters, numbers and Roman numbers.

4. Designs, as in drawing, may be made, windows, picture-frames, chairs, trees, flowers, birds, houses and animals.

5. The teacher may at first draw the outlines of the objects on the board, using short marks to represent the pegs. When the idea is gained they may work by themselves, and when called upon may be able to tell something about the object, its material, use, etc., or, it may be, relate a little story in connection with it.

6. Plain figures may be drawn upon the board, the children may make them with the pegs upon their boards, then copy them upon their slates, writing by each form the number of pegs used in making it.

7. They may also make the same designs and forms that they make with the pegs without the boards.

8. They may imagine the board to be a garden, which they may fence with the pegs, by placing a row all around the outside; they may make gate ways and paths. They may plant flowers by placing two or three pegs in one hole, or by placing small pieces of colored papers on the pegs. When called upon they may tell how many pegs are in their fence, and the name and different kinds of flowers they have planted. The teacher may suggest a particular season, and have them plant flowers appropriate to it. For variety, they may have vegetables or trees instead of flowers. They may be left to amuse themselves in this way when the teacher is otherwise employed.—*From Education by Doing.*

THE Indiana State Teachers' Association will meet, as previously announced in the JOURNAL, December 29, 30, and 31, at Indianapolis. Addresses will be delivered by Rev. Dr. O. C. McCulloch, Col. Parker, Dr. E. E. White, and Wallace Bruce. The topics to be discussed in the papers during the meeting are all practical and suggestive. Being presented by teachers of large experience and well-earned reputation, they will be full of rich and beneficial thought.

FREE GYMNASTICS.

Called free, as the exercises are performed without apparatus.

ABBREVIATIONS.—A—Attitude; B—Bell; F—Foot; H—Hand; L—Left; R—Right; S—Shoulder; W—Wand.

These exercises need not take much time. They can be used when no study or recitation would be possible, and their influence on the health and vigor, both of body and mind, is certainly very great. It takes some time, but it saves time. "There is that scattereth and yet increaseth."

A moderate amount of bodily exercise, in accordance with the plan indicated here, is essential to success in study, and the universal verdict of teachers using gymnastics is that their schools make far greater mental progress with it than without it.

Position.—Heels together, toes pointing diagonally outward, head erect; shoulders and hips drawn back; chest thrown forward; arms free (hanging naturally at sides), unless otherwise specified.

Time.—As the exercises are to be taken by music, it is necessary, at first, to count. We use 4-4 music, or eight accented and eight unaccented beats; and time is kept by repeating the numerals from one to eight for the heavy beats, and for light beats the syllable *and*.

The hands are to be firmly closed, unless on the hips or otherwise specified.

FIRST SERIES.

No. 1. Thrust R. H. down from chest twice; L. twice; alternately twice; simultaneously twice. The same out at the side; same upward; the same directly horizontal in front.

No. 2. Thrust R. H. down once; L. once; simultaneously twice. Same out at the side; same up; same out in front.

No. 3. R. H. down once; L. once; clap hands three times; back to chest. Same out at side; same up; same in front.

Foot Movements.—No. 4. Hands on hips; divide a circle about the body with a radius of about three feet, into eight equal parts, by stepping R. F. directly forward, L. the same; R. F. diagonally forward, L. the same; R. F. directly sideways, L. the same; R. F. diagonally back, L. the same—(this occupies one strain of music). Now, R. F. directly back, L. the same; R. F. diagonally back behind the L., L. the same; R. F. directly sideways behind the L., L. the same; R. F. diagonally forward in front, across the L., and L. the same.

No. 5. Charge diagonally forward with R. F., advancing with three steps, return to position; same to L., diagonally back to R., L. the same. Repeat.

Body Movements.—No. 6. Same position (hands on hips); twist body half way round to R., back to front; then to L.; repeat: bend body over to R. side; return to erect, same to L.; repeat. Bend forward and backward twice; then bend body to R., then back; L., in front; reverse, bend to L.; back; R.; erect.

Head Movements.—No. 7. The same as body movements, except that the head alone is moved.

Miscellaneous Movements.—No. 8. Arms extended in front; thumbs up; raise hands about a foot, and bring them back forcibly to shoulders (one strain of music).

No. 9. Arms same as last exercise; raise R. H. to perpendicular over head twice; L. twice; alternately twice; simultaneously twice.

No. 10. Thrust hands down from chest; out at sides; up, and in front, twisting arms at each thrust (occupying two strains of music).

No. 11. Thrust hands to floor, without bending knees; return to chest then over head, rising on toes, opening hands at each thrust (one strain).

No. 12. Hands down at sides, open; swing them over head, clapping them, at same time stepping R. F. to L. and L. F. to R. alternately (one strain).

No. 13. Arms free; stamp L. F.; then R.; charge diagonally forward with R.; bend and straighten R. knee, at same time throwing arms back from horizontal in front; same to the L.

THE ARITHMETIC LESSON:—NO. III.

By D. C. LUNING, Milwaukee, Wis.

APPARATUS.

Primary classes should be supplied with all or some of the aids here enumerated:

Tablets (in six colors), pennies (pasteboard), splints, small cubes, spools, large beans (at least ten of each for every child), abacus, numeral frame, number charts, picture charts, and domino chart. Some teachers object to using splints, tablets, etc. They claim that too much time is taken up with the distribution of the material. The distribution of material need not occupy a minute. Ask your pupils to try to bring you some empty spool boxes, and in a few days you will have boxes enough to supply the class. Into each of these boxes place ten pennies, splints, tablets, etc., and give one to each pupil to take care of. The child will feel quite elated over the matter, and with few exceptions the boxes will be kept in good order. The charts can be made by the teacher with little trouble and at a trifling expense.

For the benefit of those teachers who may wish to make and use them, I will give a few directions: Procure a large sheet of heavy pasteboard (trunk board), a few sheets of colored paper (the primary and secondary colors), and some good flour paste. Cover both sides of the pasteboard with steel-blue paper, which will serve as an excellent back ground. Paste an extra sheet of the paper on one side of the chart, in order to prevent warping after the pictures are pasted on the other side.

Out of the colored paper make pictures of a number of articles, such as chairs, cups, bonnets, umbrellas, jugs, dolls, saws, butterflies, hats, flags, bats, birds, wagons, ladders, tea-pots, lamps, axes, glasses, candle-sticks, pitchers, flowers, boots, hats, slippers, tables, trumpets, bureaus, brooms, coffee-mills, gloves, mittens, pears, balls, tops, apples, etc., etc., and paste them on the chart so that the colors blend nicely, and that all the numbers from one to ten are represented. These charts serve a triple purpose. They are used in teaching number, color, and language.

The use of these charts may seem somewhat objectionable, on account of the multiplicity of colors and objects presented to the eye; but an experience of several years has proven to me that the attention of the pupil can easily be fixed on any single object, if the chart has been properly generalized. Let the pupils name all the pictures they can see on the chart, and have a general conversation lesson. Lessons on the charts should be of rather a general character, embracing number, color, and especially language exercises. They furnish excellent opportunities for cultivating the observing faculties, strengthening the powers of expression, and enriching the vocabulary of the pupils. A single chart will furnish material for a great variety and number of valuable practical exercises.

James, how many boots do you see on the chart? "I see four boots on the chart." August, how many boys could wear those four boots? "Two little boys could wear those boots." Why? "Because each boy must have two boots." ($4 \div 2 = 2$; or $2 \times 2 = 4$.) Arthur, take two of the boots and put them on. "I cannot put them on because they are only pictures."

Agnes, how many cups do you see on the chart? "I see eight little cups on the chart." How many girls could drink coffee out of those cups? "Eight girls could drink coffee out of those cups." Now, if I would give four cups to the boys how many could I give to the girls? "Four cups." ($8 - 4 = 4$; $4 + 4 = 8$; $2 \times 4 = 8$.)

Now, children, I would like to have you tell me the names of all the yellow pictures you can see on the chart. Mary: "I can see yellow chairs." How many yellow chairs can you see? "I can see seven yellow chairs." Take the pointer and show them. Class, count while she points. 1, 2, 3, 4, 5, 6, 7. Hugo, you may bring me a tablet which has the same color. Class, what is the color of that tablet? "That tablet is yellow." Anton, what yellow object do you see on the chart? "I see

some yellow horns." Point to them while the class counts "1, 2, 3, 4, 5." What could we do with those horns? "We could make music with them." Emil, what music does the horn make? "Tut, tut, tut." In this manner the picture charts may be used to the greatest advantage and profit.

The Domino chart to be used with this plan is for the purpose of teaching number only. It is to be used in connection with the pasteboard counters supplied to the children, and for the rapid recognition of number.

It is made like the picture charts, on heavy pasteboard. The front is divided into 25 or 36 squares, which are filled with yellow circles about one inch in diameter. The circles are to be so pasted as to furnish the different combinations of the numbers from one to ten.

Arthur, how many little circles do you see in this square? "Three." Class place three of your pennies on your desk in the same manner. Clara, find another box on the chart with three little circles. (Clara points.) How do they differ from each other? Some are made in this way (:), and the others are made this way (:)

Now, children, you may try to place your pennies in as many different ways as you can. Now, I will place circles on the blackboard in as many different ways as you have placed your pennies. Now count how many different threes we have.

Position and direction may be taught in this way incidentally, the teaching of number, of course, predominating. Let the pupils look for a box that has two times two, two times three, three plus two, five plus four circles, etc.

Charles, show me a box which has so many circles that I can give three to John, two to Alex., and five to William. Take your pennies and see if Charles is right. How many did John get? "Three." How many did Alex. get? "Two." And how many did William get? "Five." How many did they get altogether? "Ten." Why? Because $3 + 2 + 5 = 10$.

Now, the teacher or a pupil may take the pointer and go to the chart. How many circles in this box? In this? How many circles in these two squares? etc.

These examples will, I believe, suffice to show the usefulness of the Domino chart. To prevent the children from knowing the number of circles in a square by the place it occupies on the chart, I turn the chart upside down, or place it on either of its edges.

That objects and pictures are not to be used at all times and indefinitely, I need, perhaps, not state here. Their office is simply to aid the pupils in grasping the idea. After the idea has been fully conceived and becomes a part of the pupil's self, objects and pictures may not only, but should be dispensed with. The conception of the number is the first, practice in manipulating the pure number the second, and the application of the number, the third step in teaching arithmetic.

For the SCHOOL JOURNAL.

LIVE QUESTIONS.

HISTORY.

1. Of what nationality were the first white men in Connecticut?
2. At what place was Yale College founded?
3. In what part of England was Roger Williams born?
4. Who led the company that settled Delaware?
5. What was deposited in Columbus' coffin with his body?
6. What right had the Indians to this country?
7. What recent American author wrote the poem read at the opening of the Centennial at Philadelphia?
8. How far west did the land ceded to the Connecticut Colony extend?
9. How many colonies did the English found from 1607 to 1775?
10. What territory was called neutral ground before Penn received his grant? How much of this was given to Penn, and what was done with the rest of it?

For the SCHOOL JOURNAL.

HOW TO ORNAMENT THE SCHOOL-ROOM.

BY W. S. MONROE.

Somehow school authorities must be induced to give the room a thorough scrubbing and white-washing before the opening of the school year. Get a good broom, a dust-brush and dust-pan, a door-mat, waste-basket and scraper. Your waste-basket can be made from a peach-crate by trimming it with strips of colored paper or cloth. If your directors will not purchase scrapers and place them at the entrance of the school-room to prevent the mud and snow being carried in the room on the shoes of the pupils, the teachers can themselves get them at a hardware store for a very small amount. Washing-basin, soap, towel, comb, and stove-polish and brush are also among the articles necessary for the ornamentation of a school-room. After these have been procured, you can begin the collection of advertising cards. Collect yourself and ask your pupils to assist you. They will willingly do it, and it will surprise you to know how many pretty cards and plaques they will gather. Arrange these tastefully on the walls and request that your pupils bring with them from their homes some of the pictures that their parents feel that they can spare, stating to them that they can have the pictures returned to their homes as soon as the school term closes. In case your school authorities do not furnish you with curtains for the windows, take up a penny-collection among the pupils and buy red, white and blue scalloped paper, and, with the pupils' assistance, arrange lambrequins.

Have a table, if you have to use a dry-goods box for the purpose, on which you can display a collection of stones, grains, woods, pressed leaves, etc. Should you be favored with a room heated evenly, you can add much to the attractiveness of the room by keeping plants. Not necessarily, however, such plants as geraniums and pinks, but corn, oats, wheat, rye, and various kinds of vines which can be reared in the school-room with very little attention.

For the SCHOOL JOURNAL.

SELECTIONS FOR WRITTEN REPRODUCTION.

(Copyright, 1884.)

BY EDWARD R. SHAW.

THE VEILED PICTURE.

A story is told of two artist lovers, both of whom sought the hand of a noted painter's daughter. The question, which of the two should possess himself of the prize so earnestly coveted by both, having finally come to the father, he promised to give his child to the one that could paint the best. So each of the lovers strove for the maiden with the highest skill his genius could command.

One painted a picture of fruit, and displayed it to the inspection of the father in a beautiful grove, where gay birds sang sweetly among the foliage, and all nature rejoiced in the luxuriance of bountiful life. Presently the birds came down to the canvas of the young painter, and attempted to eat the fruit he had pictured there. In his surprise and joy at the young artist's skill, the father declared that no one could triumph over that.

Soon, however, the second lover came with his picture, and it was veiled. "Take the veil from your painting," said the old man. "I leave that to you," said the young artist, with simple modesty. The father of the young and lovely maiden then approached the veiled picture and attempted to uncover it. But imagine his astonishment when, as he attempted to take off the veil, he found the veil itself to be a picture! We need not say who was the lucky lover; for if the artist who deceived the birds by his skill in painting fruit manifested great powers of art, he who could so veil his canvas with the pencil as to deceive a skillful master, was surely the greater artist.

The lowest animals swallow whatever is smaller than themselves, and get swallowed by whatever is larger.—Grant Allen in Knowledge.

For the SCHOOL JOURNAL.

COMMON ERRORS OF SPEECH FOR EVERY BODY.

It is very common to omit the *g* in words ending in *ing*. Most persons say *runnin'* instead of *running*. Many persons never pronounce the *t* in *object* and *prospect*, and very few give the right sound of *r* final. *Far* is generally pronounced *fah*. Nineteen Vermonters out of twenty say *figgers* for *figures*.

There are thousands of excellent ministers and lawyers who have never learned how to use the words *done* and *did*. They persist in saying, "They *done* it" for "They *did* it," and *you* and *I* for *you* and *me*. Some people say *shew* for *showed*, yet they never say *snew* for *snowed*. It should be remembered that *drunk* is the past participle of *drink* not *drank*.

Great care should be used in speaking and writing the common abbreviations. *Can't*, *don't* and *haven't* are admissible in common conversation on trivial subjects. *Isn't* and *hasn't* are tolerated. *Didn't*, *couldn't*, *wouldn't* and *shouldn't* are unpleasant, yet used by good speakers; but *won't* for *will not* and *ain't* for *is not* are vulgar, and *hain't* for *has not* or *have not* marks vulgarity.

How many times do we hear such expressions as the following: "Mr. Smith *lays* ill of a fever"; "The ship *lays* in the dock"; "The books were *laying* on the sofa"; "He *laid* on the sofa"; "After I *laid* down I remembered I had, etc." In these sentences the verb *lies*, *lying*, *lay*, *lain* should be used. Teachers can use the following

BLACKBOARD OUTLINE

for the purpose of thoroughly teaching the uses of the verbs *lay* and *lie*.

ACTIVE.

I lay —
He lays —
We lay —
You lay —
They lay —
I — money.
He — carpets.
We — plans.
You — boards.
They — shingles.

NEUTER.

I lie —
He lies —
We lie —
You lie —
They lie —
I — down.
He — too long.
We — on a sofa.
You — in wait.
They — on deck.

If omitted words can be properly and rapidly supplied a valuable lesson will be impressed on the mind.

In the same manner the past tense can be used.

I laid —	I lay —
He laid —	He lay —
We laid —	We lay —
You laid —	You lay —
They laid —	They lay —
I — cash.	I — inside.
He — pavement.	He — on the floor.
We — pipe.	We — in bed.
You — wood.	You — inside.
They — covering.	They — outside.

SLANG is an insurrection; if successful, it is accepted as a glorious revolution; if beaten, it is a treasonable rebellion. Successful adoption into use converts slang into elegant forcefulness of diction. —*Geneva Ills. Patrol.*

The word "masher," which is still regarded as slang in American, has been taken into the vocabulary of English journalists as entirely respectable. The word "skeddaddle" is becoming respectable. Within a few years the minister will pray on Sunday morning that the "Lord may be pleased to skeddaddle our enemies," and nobody will laugh.

MASSACHUSETTS has more railroad travel than any state in the Union. The number of passengers carried by the roads last year was 53,000,000. Pennsylvania comes next with 50,000,000, and New York third with 44,000,000. Illinois, New Jersey and Ohio follow in the order named.

It is proposed to run sixty trains hourly over the Brooklyn bridge, and reduce the fare from five to three cents. It is thought this will double the receipts. It would be a boon to the workmen.

TABLE TALK.

The new plan of parsing is not to parse. The simple recitation of grammatical rules and definitions never did and never will educate, especially they will never teach how to speak and write any language correctly. Rules must be formed and learned, but their application is what the teacher must insist upon. We learn to speak and write correctly by speaking and writing correctly, not by repeating rules correctly. Correct language is to a great extent a matter of imitation. A famous teacher of English grammar, according to the old plan, used to murder the President's English in almost every sentence he spoke. He was an authority in parsing but no practical benefit came from it either to himself or others. English grammar in the lower grades is purely an art, and needs no rules. English grammar as a science is too intricate for any but mature minds to understand. Language lessons are invaluable.

SUPP. S. H. W. writes: "I am thoroughly in sympathy with the New Education. I believe it is founded upon the right theory of mind development, but in some places it is all a superintendent's position is worth to attempt to displace the old methods with the new. It would not be so difficult if people were willing to wait patiently for the results instead of deciding against it at once and without evidence. I have been directing my work for the last five years, according to the ideas advanced by the leaders of this reform, and before I had heard of their expressions, and in so doing I have met with much and bitter opposition by the 'old schools.' It gives me great relief to find myself encouraged by such men, as Brown, Parker, Payne, and a host of others equally strong. Speed the day when we shall be rid of 'cram,' 'examinations,' 'coercion,' and all such unnatural things, when the boys and girls will love their school duties because made pleasant, and will be kind and obedient because they have no excuse for being anything else."

There are great drawbacks which almost make me give up. They are: 1. The want of parental discipline or authority over their own children. 2. The fear or unwillingness to correct by chastisement, in some way or another, by the parents. 3. When a pupil has been justly and deservedly punished by the teacher, the parent, instead of upholding the teacher for so correcting, complains of him for so doing.

PRO BONO PUBLICO.

The teacher has a work to do out of school as well as in it. In many places parents need instructing. No book will tell "Pro Bono Publico" what to do. He must rely on what some of the theologians call "sanctified common sense." Earnestness, devotion, and thorough knowledge of school work has helped many a teacher out of worse difficulties than his.

A subscriber has sent a clipping from a Cincinnati paper entitled "An Outburst of Rebel Hate—The Horrors of the Solid South." It contains two letters written from teachers in the south, describing some Ku Klux scenes said to have taken place just after the election. We had supposed that the reign of intimidation and persecution in the south was over, and find it hard to believe these accounts true. It appears like an effort on the part of the paper containing them to inflame Republicans against the Democratic party and make those who contributed towards its success by voting for St. John, regret their action. If this is the case a baser action can hardly be imagined than to try to "tear agape the healing wound" by publishing what is false. If it is so then the south is in great need of schools and teachers that its citizens may be educated in loyalty and justice.

Dear Editor.—I will tell you how we ornamented the school-room. The board had the wood-work nicely painted, and the walls whitened. The teacher bought a nice picture and hung it up in the room, and then asked the children to bring a few more. The pupils cheerfully responded and the janitor hung them up. It has burdened no one, and each pupil can say, "I helped in this work." They do this work from interest, as a pleasing duty to themselves and to the school. A teacher can easily manage the matter if the effort is made in the proper spirit.

Some teachers still want we should publish a continued story. What shall be its subject? In what part of the paper shall it be placed? These questions puzzle us. We want light.

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.
4. We can not take time to solve mathematical problems, but we will occasionally insert those of general interest for our readers to discuss.
5. Enclose stamp if an answer by mail is expected. Questions worth asking are worth putting in a letter; do not send them on postal cards.

Is it correct to say that Lake Ontario bounds N. Y. on the north? Why, or why not?
[Lake Ontario (we would say) *partially* bounds New York on the north, because it limits it on the north in part. It is not *all* of the northern boundary; hence we cannot say "bounds New York on the north."—Eds.]
(What is meant by "The Sword of Damocles"? (2) What is meant by the allusion to "the swan's nest among the reeds," in Mrs. E. B. Browning's poem entitled "The Swan's Nest"? (3) One publisher allows his agents 20 per cent. of all the money which they receive for his books, while another allows his agents to deduct a sum equal to 25 per cent. of the amount which they remit to him: which terms are the most favorable to the agents? (4) Which is the better investment, and how much—one of \$4,200, yielding \$168 semi-annually, or one of \$7,500, producing \$712 annually? Solution, as taken from the key:

\$168 int. shows 4 per cent. gain in 6 mo's.
\$68+168×1.04=\$342.62. Annual yield from first investment.

\$342.72÷(4200×.01+1)=8.18+; 8½=1st rate.

\$712.50÷(7500×.01+1)=9½; 9½=2d "

Difference in favor of latter investment = 1½ Ans.

The above question is given under simple int., when "Time, Principal and Interest" are given to find the rate. I believe the work wrong, and the question one which involves annual int. Am I right? E. M. H.

[(1) Damocles (pronounced, Dám-o-kléz) was one of the courtiers of Dionysius, tyrant of Syracuse (480-367 B.C.) When he spoke in extravagant terms of the happiness of his sovereign, Dionysius is said to have placed him at a sumptuous banquet, with a naked sword suspended over his head by a single hair. Hence impending peril, by figurative use. (2) In strict accordance with the truth "The swan's nest" is bulky, placed on the ground among the rushes, near the water, sometimes raised a foot or more to avoid inundation." So says Natural History. (3) Both the same—because the agents of the latter remit 80 per cent. of the whole, deducting 25 per cent. of this, or 20 per cent., same that the agents of the first receive. (4) The answer is right, but the work, as given, is wrong, for 8½ taken from 9½ is not 1½. The principles of Simple Interest are adequate for its solution, and it can come properly under the head given.—J.]

(1) In the sentence, "There is a book on the table," Swinton says the preposition on connects the noun *table* with the noun *book*. What say you? Does it not connect the noun *table* with the verb *is*, and does not the sentence mean, "A book is on the table," there being an expletive? (2) In the sentence—

"Dear little blossoms down under the snow,
You must be weary of winter, I know,"

is *blossoms* in the nominative independent by address, or in opposition to *you*? What is the construction of *down*? (3) Please give the correct construction of the noun *prisoner* in the sentence, "Napoleon died a prisoner at St. Helena." J. A. W.

[(1) We agree with you exactly. (2) "Blossoms" is "independent by address." Some omit the word *nominative* before it. Others place it there, because the form is always (except in some pronouns) the same as the nominative. "Down," better be taken adverbially (regarding the expression as abbreviated), modifying "lying," or some other word, understood. The ellipsis is so evident, that you better avoid calling it an adjective, though sometimes used as such, but then in cases of evident ellipsis, as: "the down train," i.e. "the train going down." (3) "Prisoner" is attribute complement, completing the predicate and belonging to the subject, and, of course, in same case.—J.]

I am trying to start a library where I am teaching, or rather to get up such an interest in that direction as will secure the co-operation of the board. Please advise me. J. W. R.

[Do not hesitate to make a beginning because it must of necessity be a small one. Show your pupils specimen copies of some interesting child's magazine, and here we would suggest TREASURE-TROVE, which aims especially to cultivate a taste for good reading; get them to subscribe for a copy for the school; keep it where all may have access to it. Buy one or two books in the same way. While the interest in these is fresh, propose the starting of a library to the children, and secure their hearty assistance. Have an entertainment, the proceeds to be used in buying books; then a fair. Ask the young people to aid in getting this up, and send out invitations to everybody to attend it. If the board are not ready to assist by this time, appoint a soliciting committee to wait on all who would be likely to contribute; but we hardly think this will be necessary. Another thing may be done. Where there is or has been an old school library, the remains may be exhumed from some garret or cellar—if its decay has reached that stage—and examined; the good ones restored to their place in the school-room, and the undesirable ones exchanged at a second-hand bookstore.—B.]

I offer the following as a solution to "J. H.'s" prob-

lem in the JOURNAL of Oct. 4th, against the mechanical solutions given Nov. 15th and 22d. If the object is merely to obtain an answer, I claim no superiority over the former solutions; but if mental discipline is the object, I fail to see how it is accomplished in "J. K. B.'s" and "F. F. N.'s" solutions. But one step at a time should be taken, and each step should have a close relation to the preceding one. If our pupils are to become thinkers, they must be taught to reason, and not merely to go through machine motions.

	mo.	men.	oz.	amt.
Work on the board.	4	1,800	20	1
	?	3,500	12	5

(Verbal solution.) $\frac{4}{1} \times \frac{1800}{1} \times \frac{20}{1} \times \frac{1}{1} = 104$ months

If a lot of provisions last 1800 men $\frac{1}{4}$ months, it would last one man 1800 times as long, and 3500 men $\frac{1}{5}$ as long as one man; that is, if they eat 20 oz. a day; if they eat 1 oz. a day it would last 20 times as long, but if they eat 12 oz. a day it would last $\frac{1}{12}$ as long as 1 oz. a day; and 5 times the amount would last 5 times as long as once the amount, which by cancellation and multiplication equals 104 months.

R. M. G.

You give the plural of "cheese" like the singular, but I fail to find the word in any list of words having the sing. and plu. forms alike, or among any exceptions to the rule for forming the plural by adding s to the singular. I find in Scribner's "Geographical Reader," page 149, the word, *cheeses*. I would like to hear further on the subject.

S. A. S.

[Some nouns, from the nature of the things meant, have no plural. For, as there ought to be no word, or inflection of a word, for which we cannot conceive an appropriate meaning or use, it follows that whatever is of such a species that it cannot be taken in any plural sense, must naturally be named by a word which is singular only: as flax, hemp, cheese, tallow, etc. But if we regard anything independent of its material and with reference to any peculiarity that it has, that makes it capable of being numbered, then we may use a plural. Now, in the sentence, "A cheese is of a certain form," we depart from the ordinary use of the term, designating material, and in this sense and no other can we use a plural; and we can say "forty Dutch cheeses" with propriety. We were right, therefore, in saying that the plural of "cheese" i.e. designating material, is "cheese."—C. JACOBUS.]

Explain the workings of the "ball" at the Observatory, Washington, D. C., which "falls at noon and communicates automatically the time to the different cities."

N.

[The clock at Washington is connected by means of wires with distant clocks, being itself connected with a galvanic battery, so that the circuit may be closed and broken by all pendulums simultaneously. The different balls are lifted into place a few minutes before and are held in place by mechanical contrivance, also respectively connected with the different clocks by short galvanic circuits used only for the time being and switched off for the rest of the day. When the second-hand of any clock reaches twelve, all the clocks moving with perfect uniformity, it closes the shorter circuit, thus operating a magnet which withdraws a pin and releases the ball.—S.]

(1) How do men measure $\frac{1}{1000000}$ of an inch? or (2) $\frac{1}{1000000}$ of a second?

H.

(1) By means of a micrometer gauge with a vernier attachment. Frasse & Co., 62 Chatham street, N. Y., advertise them in their hardware catalogue for \$5.00. Send for a catalogue, which contains a drawing of one. (2) The pendulum of a clock is made to close and break a galvanic circuit. Each vibration is indicated by a dot on a strip of paper passed in front of the style of a telegraph instrument. The observer depresses the signal key at any instant, and permanently records the exact time between the two vibration dots with perfect precision to the $\frac{1}{10}$ of a second. Revolving mirrors are used under other conditions. See "Ganot's Physics." There is a special instrument called a *chronograph*, used to record any infinitesimal fraction of a second, on a revolving carbon paper.—S.]

(1) How is the weight of the earth estimated? (2) What are the "Lost Arts"? (3) Are balloons of any practical use; if so to what use are they put?

SUBSCRIBER.

[(1) Find the volume of the earth (cir. \times diam $\times \frac{1}{2}$ diam.) Reduce cubic miles to cubic feet. So many cubic feet of water would weigh so many times 62 $\frac{1}{2}$ lbs.; now the mean density of the earth being 5.565 times that of water, it follows that the weight of the earth will be 5.565 times greater. (2) The making of Damascus blades, and of flint arrow heads; the building of Cyclopean walls without cement, etc., etc. Read "Lost Arts," by Wendel Phillips. (3) In war for taking observations; used during siege of Paris for this purpose.—S.]

Please give solution of the following: A and B start from the same place at the same time to travel. A travels 18 miles per day and at the end of 9 days A turns and travels back as far as B had traveled in the 9 days; then he turns and travels in the direction they started and overtakes B at the end of 23 $\frac{1}{2}$ days from the time they started. How far does B travel per day?

J. M.

[Solution by Mental Arithmetic.—A travels 23 $\frac{1}{2}$ days in all, or 405 miles. This distance comprises all that B travels in 23 $\frac{1}{2}$ days, together with twice the distance that B travels in 9 days. So that 23 $\frac{1}{2}$ days of A's travelling is equal to 40 $\frac{1}{2}$ days of B's travelling. Hence 405 miles $\div 40 \frac{1}{2}$ = 10 miles, B's daily distance.—C. J.]

(1) Can you suggest some profitable and interesting substitute for the old-fashioned "Spelling School"? (2) Would like to ask through your columns that Prof. Balliet kindly follow his article on "Injudicious Criticism" by one on "Judicious Criticism."

A RECENT SUBSCRIBER.

[(1) Yes. Reading Circles, Literary Societies, etc., and the starting of such in a community where none exists is very proper work for the teacher. Let him consult with some of the leading young people in the place, and if the hearty co-operation of five or six can be secured a start can safely be made.—B.]

In answer to the question in JOURNAL of Nov. 8 about the longest bridge in the world, would say that the bridge of Sagang, over an arm of the sea in China, is said to be 26,000 ft. long, with 8,000 openings overspread by slabs of stone, forming a road 70 ft. broad. The Victoria bridge is only 9,437 ft.; a bridge over the Fifth of May is 10,331 ft., and the Maintenon Aqueduct 16,367.—H.

The author of

"Think for thyself; one good idea,
But known to be thy own,
Is better than a thousand gleaned
From fields by others sown."

is John Wilson; he sometimes wrote under the name of Christopher (or Kit) North.

In the sentence, "John is not 'so' well now as he was this morning," is the word "so" properly used? Could "as" be used in its place?

A. M. P.

["So" is correct and "as," in its place, would be incorrect. The rule is, that in *denying* equality, "so" should be used; in affirming a quality as should be used. Ex.: He is as rich as Croesus, but not so rich as Pluto.—C. J.]

Is there any difference in the value of "twice as much" and "as much again."

N. C.

["Twice as much" as anything is just twice as much as "as much again." "Again" has no duplicating force. See Luke VI., 34; also, revised version of same verse, and (if you are able) the original Greek.—C. J.]

I. S. asks for some work on physiology to teach little children. She will find the lessons on the Human Body, in Calkin's, "Object Lessons," very good, indeed.

ANNA M. FELL.

[The same work is now revised and published separately by A. Lovell & Co., under the title of "Practical Work in the School-room."—B.]

By whom was Alex. Hamilton's son killed?

A.

[He was killed in a political duel two years previous to the death of his father, by whom—not ascertained.—J.]

(1) Please recommend a good singing book for school use. (2) Who publishes the "Song Wave" and the "Wavelet?"

[1. "School-room Chorus" and "Song Budget." C. W. Bardeen, Syracuse. (2) D. Appleton & Co. They are also good.—B.]

Please send me the name of a good work on Mental Philosophy, to study in connection with the "Mind Studies."

SUE L.

[Brook's "Mental Science," Lancaster, Pa.; "Outlines of Psychology," Sully. D. Appleton & Co. Both are good.—A.]

(1) Please give proper pronunciation of the word "mitrailleuse." (2) How do the State Board of Canvasers find the result. Are the ballots sent to them to be counted? Respectfully,

J. H. A. FITCH.

[(1) Mit-ral-yaz'. (2) See Nov. 15 JOURNAL.—B.]

Is the President *pro tem.* of the Senate the Vice-President of the United States?

S. L.

[We know of nothing in the constitution that so provides.—B.]

Where can I purchase Crandal's blocks?

R. S.

[Write to J. W. Schermerhorn, 7 East 14th Street, or to Baker, Pratt & Co., both of New York.—B.]

No thoughtful American, facing the fact that the ballot is now in the hands of over half a million of voters who can neither read nor write, will deny the imperative necessity of the thorough and universal education of the people. This is truly one of the living issues of the hour.—*The Normal Teacher.*

Clear thinking is, of course, the first step towards clear speaking, but inaccuracy in the use of language arises less from vagueness of thought than from a carelessness of speech, content to hit somewhere in the neighborhood, but never piercing the bull's-eye of the thought.—*The School Supplement.*

DENVER is one of the most enterprising of our young cities, and its situation, 5,000 feet above the level of the sea, is very fine. The view of Pike's Peak is very impressive. It is said Denver has an average of 320 fair days out of every 365, and the atmosphere is so clear that objects are visible at great distances.

EDUCATIONAL NOTES.

TO SUPERINTENDENTS, INSTITUTE CONDUCTORS AND TEACHERS.

Our readers would like to know what you are doing. Will you not send us the following items: Brief outlines of your methods of teaching; interesting personal items; suggestions to other workers. Only by active co-operation can advancement be made. Thousands are asking for information and we shall be glad to be the medium of communication between you and them.

EDITORS.

NEW YORK CITY.

The Primary Department of Grammar School No. 72, between 105th and 106th streets, is one of the largest, if not the largest in the United States. Miss Sara Smith is the principal, with 37 assistants, 84 of whom are graduates of the Normal College. There are in all 6 grades, with 33 separate departments or classes. Pupils begin by printing the letters, but, after two months, commence writing. The multiplication table is analyzed as far as 12. No books are taken home, and no lessons learned from text-books. Drawing in all grades. No text-book in geography. During the past year 244 were promoted to higher department.

CONNECTICUT.—A successful Teachers' Meeting was held Nov. 20th and 21st, at Colchester. On the program was: Reading, by Supt. Dutton, of New Haven; "Improvement of Schools," by State Sec'y Chas. D. Hine; Language, by Prin. Carroll, of State Normal School; Primary Reading, by Supt. Bishop, of Norwich; Number, by Miss H. F. Page, of New Britain; "Gradation of Country Schools," by M. A. Warren, of Litchfield; Geography, by A. P. Somes, of Danielsonville; and State Examinations, by Sec'y Hine.

Supt. S. T. Dutton, of New Haven, delivered an address on "Reading," at Thompsonville, Nov. 14th. He strongly advocated great variety in Supplementary Reading, and named and showed specimens of many inexpensive books and papers that are readily available.

A. B. T.

ILLINOIS.—J. H. Southwell, of Rock Island county, has arranged the following course of lectures for the teachers of his county this winter: "Books and Reading," Prin. W. H. Hatch, Rock Island; "The School and the State," Prin. D. L. Morrill, Moline; "The Old Way and the New," Supt. W. S. Mack, Moline; "The Hand and the Mind," Prin. H. D. Hatch, Moline; "Vocal Music," G. R. Housel, Teacher of Music, Rock Island and Davenport Public Schools; "Physical Growth of Our Continent," J. H. Southwell.

IOWA.—The Jasper County Teachers' Association meets at Newton, Dec. 12th. On the program is a paper on "Language vs. Grammar," by Prin. M. L. Tressler; one on "Oral Reviews and Written Examinations," Miss Kate Quaintance; "How to Teach Primary Reading," Miss Carrie Harvey; "Teachers' Work and Wages," H. M. Bell; "How to Teach Orthography," Prin. J. R. Chandler; "Grading Country Schools," Miss Carrie B. Jackson; "Use and Abuse of Text-books," Fred. Joubert. Dan. Miller, president.

The Fayette County Teachers' Association met at Fayette, Nov. 15th. Attendance large; discussions and papers good.—In Anita the schools have substituted a standard weekly newspaper for the Fifth Reader, an objection to which plan is that the articles are not generally written with enough care to be fit for use in school. Prof. Bessly, vice-president of the Agricultural school at Ames, has resigned to accept a position at the State University of Nebraska.—Keokuk has built a new school-house "with perfect heating and ventilating facilities. It is in the Queen Anne style, two stories high, and will contain seven rooms."

Page County Teachers' Association convened at College Spring, Nov. 14th and 15th. Lecture from State Supt. Aken; "How to teach U. S. History," J. H. Whitman; "Supplementary Reading," Mattie C. Allen; "Drawing in Public Schools and Methods of Teaching," Mrs. A. R. Dodd; "School Exhibits," S. E. Wilson; "Physical Education," J. W. Hurlinger; "How to Study Literature," Miss Black—were among the good things on the program.

Miss Laura Ensign, of the State Normal, Cedar Falls, lately received a present of \$50 in gold from her pupils, "as a mark of their appreciation."

Chickasaw County Teachers' Association met Nov. 22d. A short drill in mental arithmetic, by W. B. Hill; A geography lesson, by Miss N. E. Kinney; Reform Spelling, by Prof. A. R. Taylor; Development of No. 6, by Miss Alice Harrison (with class of little folks); a Language Lesson, by Manly Heald, and a paper on the Kindergarten, by A. F. Kemmen—were among the good things enjoyed.

Prof. O. A. McFarland, principal of the New Hampton schools, has revised the course of study.—Bradford township high school has had several lectures this fall from Prof. Leland.—Prof. Hurd, of the Upper Iowa University, Fayette, made glad his Commercial class by an oyster supper some weeks since.

J. A. L.

The Del Co. Teachers' Association, which met at Delaware, Nov. 15th, was one of the largest meetings of the kind ever held in the county. The teachers are alive and enthusiastic in their work as they never have been before.

E. B. Porter is teaching east of Greeley.—Pro. Jno. Kennedy is staying in Greeley, hoping in the quiet village to regain his health.—The increased attendance in the Manchester schools necessitated the addition of another teacher to their corps.—R. M. Marvin has gone to New Orleans for the winter.—An Educational meeting was held at Malvern, Nov. 22d. The program—containing "Friday Afternoons," Miss Letta Mitchell; "The Teacher as a Citizen," C. C. Wright; "Practical Education," C. W. Durette; "Physical, Mental and Moral Education," Miss E. L. Kellogg, and a lecture, "What the people have a right to expect of the public schools," by C. H. Gurney, Shenandoah—was carried out in full. A very interesting meeting was the result.

W. M. MOORE.

MASSACHUSETTS.—The experiment of free text-books has been tried long enough to assure of its success. The attendance at the schools is larger, and the new system is found to be more economical than the old.

MARYLAND.—Baltimore County (Colored) Teachers' Association was held at Baltimore City, Nov. 28th and 29th. "How should weekly reviews be conducted so as to obtain the best results?" was discussed by Geo. W. Biddle, Annie R. Waters, G. D. Trusty, and Roberta Sheridan; and "Is the teacher in part responsible for the moral training of the child?" Nannie B. Grooms, Richard R. Riggs, Susie B. Dobson, John H. Camper, Emma J. Anderson, and D. W. Williams.—Johns Hopkins University elects Dr. Simon

Newcomb professor of Mathematics and Astronomy in that institution. It is not yet known whether he will give up his post at the National Observatory at Washington and go to Baltimore.

NEBRASKA.—Brown county, organized two years ago, now numbers sixty-five school districts, an evidence of the rapid development of the State and its school system.—John T. Mallalieu, formerly superintendent Buffalo county, has been appointed principal of the State Reform School, at Kearney.—The Colfax county teachers met on the 22d inst. Papers of merit were presented by Miss Conway, Miss O'Connor, Miss Bain, and Mr. Langford. A permanent organization is to be effected.—Miss Ella Day, teacher of the Grammar School, Oakland, resigns, and Miss Minnie Sprague, of Lyons, succeeds her.—Mrs. G. W. Hill has been appointed principal at Waterloo.—Custer county comes to the front with a three days' convention of the teachers during the latter part of December. Among many good things promised, an address by State Supt. Jones may be mentioned.

Miss Florence O'Kane, a highly-valued teacher in the schools of Wahoo, died Nov. 16th.—The Misses Herrick, kindergartners of experience, have opened a kindergarten in Fremont, with a full attendance and the warm support of the community.—The Nuckolls County Teachers' Association hold an interesting session at Nelson, on Dec. 23d. Sensible papers and spirited discussions.—At North Platte the Lincoln county teachers will assemble on Dec. 23d. This is an active body of educators, led by County Supt. Miss M. S. Houn.—Miss C. C. Covey, of Howard county, has recently been chosen to the office of superintendent.—The faculty of the State University and a committee of the Principals and Superintendents' Association, are laboring to bring the high schools of the State into their normal relationship to the University. For this purpose a major and a minor course of study for the high schools of the State is proposed, the first to admit to the freshman class, and the second to the sub-freshman class of the University. A number of the high schools have already adopted these courses.—Spelling schools are having a run in Otoe county.

A. E. C.
The Nebraska State Normal School, Peru—Pres. Geo. L. Farnham—has shipped to the New Orleans exposition, among other things, a large case of birds and another of animals. The specimens were all the work of the students in chemistry and physics.

OHIO.—A meeting of the Eastern Ohio Teachers' Association was held at Coshocton, Nov. 28th and 29th. The Address of Welcome was given by Col. E. J. Pocock. Miss Etta L. Dunlap read a paper on "The perceptive faculties in the school-room;" S. E. Swartz one on "The demands of our high schools;" and Jno. T. Duff one on "The County Institute of the Future." J. G. Hartzler gave an address on "Social Duties of Teachers," and Miss Annie E. Elliott a Class Drill in Numbers.

PENNSYLVANIA.—The teachers of Northampton county, three hundred and nine in number, met at Easton, Nov. 10th-15th, and held their annual county Institute. President Knox, of Lafayette College, delivered the address of welcome, and Prof. E. J. Crilly, of South Bethlehem, followed with a talk on Etymology. Prof. S. A. Baer talked on the principles of reading; G. H. Desh, of Bethlehem, talked on the method of teaching fractions; Dr. A. N. Raub, on written analysis, and Prof. Geo. M. Phillips on "How the earth is weighed." Dr. A. N. Raub gave an evening lecture on "Educational Fallacies." Besides the county institutes above reported, the institutes of Lawrence, Lancaster, and Dauphin counties have been in session during the week ending Nov. 16th, but want of space prevents us from reporting them.

W. S. M.
The Lackawanna County Institute was held at Scranton, Nov. 10th-14th. The large Opera House was filled at nearly every session with teachers and spectators. A deep interest was taken in the institute by the citizens and the daily papers of the city. Among the instructors were Supt. S. A. Baer, of Reading, Prof. Thos. M. Balliet, of Normal Park, Ill., and Hon. Henry Houck, of Harrisburg. The work of the institute was strictly professional, and a decided interest in the "New Education" was manifested during the meetings.

A local institute was held Nov. 15th, at Catasauqua, Lehigh Co. One of the best exercises of the session was a talk on Primary Reading, by Mr. P. M. Reagle, of Hokenauqua. It was regarded by all present as one of the clearest presentations of the new methods in reading ever given at any institute in the county.—Rev. W. C. Schaeffer was elected president of Palatinate College, Meyerstown, last September.—The Franklin County Institute was held at Chambersburg, Nov. 17th-21st. All the sessions were largely attended. Supt. Disert succeeded in arousing a great deal of popular interest in the institute. Prof. G. M. Phillips, of West Chester, delivered several very interesting lectures on Astronomy; Prof. William Noetling gave instruction on Arithmetic and Language; Prof. Thos. M. Balliet gave instruction on Reading, and on Psychology in its application to teaching. Hon. Henry Houck visited the institute and delivered one of his popular addresses. Perhaps the best feature of the institute was an exhibit by the schools of Waynesboro, in which was a fine collection of geological specimens gathered within the last few months, and used for object lessons. Mr. C. H. Albert, the principal of the schools, is one of the progressive teachers of the State.

Venango Co. Institute closed Nov. 25th. Instructors and subjects were as follows: Prof. Balliet, Normalville, Ill., History, Geography, Arithmetic, Mental Science, Automatic Action, "Use and abuse of definitions," Address to School Directors, and a lecture—"Education out of school." Prof. G. E. Little, Washington, D. C., Drawing, with a lecture—"Chalk Talks;" Supt. Babcock, Oil City, Pa., "The Natural Sciences," and how to make apparatus for illustrating the same, with little or no cost; Supt. Kinsley, Franklin, Pa., "How to manage the Teacher, i.e., yourself, How to manage the School Directors; How to manage the Children, How to manage the Parents," Constitution of U. S.; Supt. Hillard, Forest county, Reading—Primary, Intermediate, and Advanced; Prof. Russell, Cambridge, "Talks on Music," and Drills in Vocal Music. Also two lectures by Col. Bain, of Kentucky; subjects: "The Age and Land in which we Live," and a Temperance address.—The Union County Teachers' Institute will be held at Music Hall, Lewisburg, Dec. 15th. Instructors and lecturers: Hon. E. E. Higbee, Supt. Public Instruction; Esmond V. DeGraft, A.M., Washington, D. C.; Prof. Geo. E. Little, Washington, D. C.; Dr. Geo. G. Groff, Lewisburg University; Prof. Wm. C. Bartol, Lewisburg University; Col. L. F. Copeland, Indiana; Miss Kate L. Shriner, Milfordsburg.

I think the INSTITUTE the best paper in America for teachers.

EDUCATIONAL MISCELLANY.

For the SCHOOL JOURNAL.

HOW TO CONDUCT A READING EXERCISE.

By J. H. MYERS, SCHOOL COMMISSIONER,
LOWVILLE, N. Y.

1. Make lessons short—three to five paragraphs.
2. Do not allow a child to pass a sentence or paragraph till he can read it naturally as he would talk.
3. PREPARATORY WORK.—Take the latter part of an exercise to prepare for the next lesson.

- I. Occasionally read the advance lesson to the class with expression, to give a general and explicit idea of the meaning (to be used with caution.)

- II. NEW WORDS.—(1) Develop by question and answer all new words. (2) Write words on board, children name as fast as written. (3) Teacher point and pupils name words rapidly at sight. (4) Children write or point for each other. (5) Use words in spoken and written sentences.

- III. PRONUNCIATION.—(1) Pupil pronounces till he makes a mistake, class criticising. (2) Each pupil pronounces a certain number of words. (3) Teacher notes mispronounced words. These are placed on board and required to be looked up and diacritically marked before next lesson. (4) Teacher pronounces and class pronounce after. (5) Teacher and class pronounce alternate words. (6) Pronounce article the, a or an and following word as one expression. (7) Pronounce phrases as wholes, etc. Vary the exercise to keep up interest.

- IV. WRITING.—(1) Require part of each lesson to be copied on slates, which should be ruled. (2) Pay particular attention to language lessons in the recent readers and make other and similar lessons of your own to awaken interest. (a) Place selected words or phrases on the board, to be placed in written sentences by the pupils; encourage children to make sentences which shall mean something. (b) Use words in lesson to make a story. (c) Require written analysis of previous lesson if pupils are sufficiently advanced.

CAUTION.—Give variety to this work. Go slowly. Be content with an honest effort, and be sure to give it its due praise. This kind of work needs much encouragement. Insist on neatness and accuracy, until it becomes a habit.

4. The recitation:

- I. Require review to be read each day.

- II. WORK PREPARATORY TO READING ADVANCE LESSON.—"What? more preparatory work?" "Yes." "Why so much?" Because children do not know how to study. (This is true of nine-tenths of the grown people and of some who have "finished" their education.) The most successful education is that which has taught a child how to study.

- (1) Require class to read the sentence or paragraph silently. (2) Ask different pupils to tell with closed book what the sentence said. (3) Question thoroughly and in a variety of ways upon the meaning of a sentence. Require answers in full statements. This develops thought, as the sentence is the unit of thought. Monosyllabic answers develop no thought, but inculcate bad habits of thinking. Suppose the sentence to be read is this: "James and John went a-fishing for minnows this morning in the brook, which runs through the meadow."

Tr. What are we talking about in this sentence?

Ch. We are talking about James and John.

Tr. What did James and John do?

Ch. James and John went a-fishing.

Tr. What did they go fishing for?

Ch. They went fishing for minnows.

Tr. Where did they go fishing?

Ch. They went fishing in the brook.

Tr. What brook did they go fishing in?

Ch. They went a-fishing in the brook which runs through the meadow.

Teacher questions and children tell the whole statement.

- III. If preparatory work thus far has been thoroughly done, children are now ready to read.

There are two essential prerequisites to reading, First: The child must know the words so as to be able to recognize them at sight and pronounce them correctly. Second: The child must know the

meaning of the words so as to be able to use them correctly in spoken and written sentences. If in addition to this the child has the general idea or thought he will read with better expression.

CAUTION.—Do not tell words to child while reading. If he has to stop in the middle of a sentence because he does not know the next word, he can not read the sentence. Stop and do preparatory work over, till the pupil can read it as a unit. Be patient. In this work the pupils are supposed to know diacritical marks and use of dictionary; if not, they should be taught.

5. Have occasional sight reading from other books of same grade as the readers used.

6. SUPPLEMENTARY READING.—Have this at least once a week.

- I. Read story to class and have them tell it back.

- II. Have pupils select stories.

- III. Incidents of travel and books of nature for children are of great value.

- IV. Read selections from newspapers; teacher should exercise great care in selections. Discuss news. Have all places pointed out on map. Use railroad maps, etc.

- V. By a subscription of a few cents apiece children can take some periodical, as, *Treasure-Trove*, *The Fountain*, *Pupils' Companion*, etc. This will be the beginning of a school reading-room, and will be highly prized.

This plan may be followed quite carefully and explicitly at first, till children are trained to right habits of study. It is not, however, a fixed method. It should be varied to suit circumstances. The preparatory work may sometimes be omitted altogether as pupils advance, throwing them upon their own resources, and developing individuality. Cast-iron methods do not succeed. This is the point where some teachers fail. The underlying principles may remain the same, but there must be room for variety, adaptability, and, particularly, for individuality.

CURRENT THOUGHT.

"LIFE is two-thirds moral in England, but one-third in Italy."—W. S. KENNEDY, in *The Critic*.

THE object of education is to prepare the child for life and not for examinations!—*Christian Weekly*.

"A PROFESSIONAL education consists of the two elements, professional knowledge and professional training."—G. P. B., in *Indiana School Journal*.

AMERICAN schools must educate the preachers and teachers and statesmen and great writers by whom the world-wide transformations sure to come are to be wrought.—*Standard*.

THAT cannot be a perfect home, doing the work and affording the refuge which a home is bound to do and offer, in which any person is habitually moody.—*Christian Union*.

Last week the agent of the Society for the Suppression of Vice destroyed in the city of Philadelphia nearly two and a half tons of obscene books and plates.—*Christian Weekly*.

THE physician who sees to the proper ventilation, drainage, and diet of the families under his care, is even more wise and skilful than he who cures them after they are sick.—*Moravian*.

THE habit of taking tips, of expecting small gifts and unearned concessions, of looking for little favors of one kind or another, engenders a despicable state of mind and strips a man of all manliness. He is simply a mendicant; he differs from the beggar in the street only in the method of his appeal.—*The Century*.

BISHOP POTTER says that there are 1,200 drinking saloons in New York City, one for every 100 inhabitants, including women and children. Of this number 1,100 continually break the law with impunity. The entire vote of the city is 200,000, of which number 40,000 are engaged in the liquor traffic. There are 2,514 licensed places in San Francisco where liquors are sold and 1,600 unlicensed houses engaged in the traffic. The population of the city is variously estimated at from 240,000 to 300,000.

A LIST OF BOOKS ADAPTED TO SCHOOL LIBRARIES AND YOUTH.

COMPILED BY DWIGHT HOLBROOK.

INTRODUCTORY NOTE BY HON. B. G. NORTHROP.

The following list of books, prepared at my request, by Dwight Holbrook, Principal of the Morgan School, Clinton, Conn., meets my hearty approval. The remarkable interest in reading developed in this institution, and the choice juvenile library at hand, facilitated the testing of his theories, and the adaptation of books to the different tastes, classes and capacities. This list is designed to aid teachers and parents in adapting gift books to the age, studies and perceived needs of youth. No holiday presents can be more useful than choice books, nor more attractive when meeting the moral wants of each child.

EXPLANATION.

To make the list as helpful as possible, the books have been divided into classes, as, History, Biography, etc., and then subdivided into three groups according to age, as, Mature, for those over 18, (11), Books adapted to those ranging from 12 to 18 and (11), from 6 to 12. Of course, parents and teachers must allow for the precocity or backwardness of the individual child. In fighting evil with good books the latter must have two qualities—they must be healthful and, most essential, they must be interesting. Hence a very full list of interesting Stories, Travels, Adventures, Legends, Fairy Tales, etc., has been given. With but few exceptions (confined to the Histories and Biographies), every book is illustrated, those costing from \$2 to \$3 are very handsomely illustrated and bound. The press-work of all is excellent. Both authors and publishers are seeming to vie with each other in the work of supplying the best wants of youth, so that the young of the present day have unparalleled advantages offered them, for the neglect of which parents and teachers hereafter must be held responsible. Every book, excepting four or five mentioned in the accompanying lists, has been carefully examined, while a large majority of them forms a most useful adjunct to our School Library.

BIOGRAPHY.—Mature.

- Certain Men of Mark. Towle. Roberts. \$1.00
New Plutarch Series, 11 vols. Putnam. Per vol. 1.00
Coligny. Fred. the Great. Haroun al Raschid. Joan of Arc. Judas Macabbeus. Lincoln. Marie Antoinette. Luther. Sir John Franklin. Victor Emmanuel. Whittington. 1.50
Story of Chinese Gordon. Hake. Worthington. 1.50
American Statesmen. Ed. by J. T. Morse, Jr. H. M. & Co. 1.25
Hamilton. Webster. Jackson. Calhoun. Gallatin. John Adams. J. Q. Adams. John Randolph. Monroe. Jefferson. Madison. Per vol. 1.25
American Men of Letters. Ed. by C. D. Warner. Houghton, Mifflin & Co. Per vol. 1.25
Irving. Lamb. Webster. Thoreau. Ripley. Cooper. Margaret Fuller. Emerson. Poe. 1.25
Plutarch's Lives. Harpers. 4 vols. 5.00
Brief Biographies of Contemporaneous Statesmen. Ed. T. W. Higginson. Putnam. Per vol. 1.25
F. Eng. Statesmen. II. Eng. Radical Leaders. III. French Leaders. IV. German Political Leaders. 1.50
Sketches of Illustrious Soldiers. Wilson. Putnam. 1.25
Columbus. Irving. Stratford edition. Do. 1.25
Washington. Do. Do. Do. 1.25

From 12 to 18 Years.

- Columbus. Alden. Holt. 1.25
Washington. Habbertson. Holt. 1.25
Plutarch for Boys and Girls. White. Putnam. 3.00
About Old Story Tellers. Mitchell. Scribners. 1.25
A Book of Worthies. Yonge. Macmillan. 1.25
Stories of the Old English. (Virginia.) Cooke. Harpers. 1.50

HISTORIC FICTION.—Mature.

- Hereward (Time of Wm. the Conqueror). Kingsley. Mac. 1.00
Westward Ho. (Elizabethan Age). Do. 1.00
Harold. (Wm. the Conq.) Bulwer. 1.00
Last of the Barons. (Wars of the Roses.) Bulwer. 1.00
A Great Treason. (Amer. Rev.) Hoppus. Macmillan. 1.00
Joan the Maid, etc. Charles. Dodd, Mead & Co. 1.00
Drayton & Devereaux. Do. Do. 1.00
On Both Sides of the Sea. Do. Do. 1.00

HISTORY.—Mature.

- Epochs of Modern History. Scribners. Per vol. 1.00
Normans in Europe. Crusades. Early Plantagenets. Hours of Lancaster and York. Age of Elizabeth. Puritan Revolution. Era of Protestant Rev. Thirty Years' War. Fall of the Stuarts. Age of Anne. Fred. the Great. French Rev. Epoch of Reform. (1830-1850.) 1.00
Epochs of Ancient History. Scribners. Per vol. 1.00
Troy. Greeks and Persians. The Athenian Empire. Rise of the Macedonian Empire. Early Rome. Rome and Carthage. The Gracchi. Marius and Sulla. Roman Triumvirate. Early Empire. Age of the Antonines. 1.00

- 10 Century. Mackenzie. Nelsons. 1.50
America (U.S., Canada, and Brazil.) Mackenzie. Nelson. 1.50
Christians and Moors of Spain. Yonge. Macmillan. 1.25
Russian Empire. Goddard. Nelsons. 2.00
Greek Hero Stories. Niebuhr. Dodd, Mead & Co. 1.00
Short Hist. of Art. (253 illus.) de Forest. Do. 2.00

From 12 to 18 Years.

- Young Folks' Hist. of War for the Union. Champlin. Holt. 3.75
Eng. Hist. for Young Folks. Gardiner. Holt. 1.00
Young Folks' Hist. America. Butterworth. Estes & L. 1.50
Do. Do. Russia. Do. 1.50
Do. Do. Greece. Yonge. Do. 1.50
Do. Do. Rome. France. England. Germany. 1.50
The Bible. Yonge. Estes & Lauriat. 1.75
Story of the U. S. Navy. Loosing. Harpers. 3.00
Do. Do. Liberty. Coffin. Do. 3.00
Old Times in the Colonies. Do. Do. 3.00
Boys of '76. Do. Do. 3.00
Building the Nation. Do. Do. 3.00
Boys of '61. Do. Do. 3.00
Recollections of a Drummer Boy. Kieffer. Osgood. 1.25
Captain Phil. Thomas. Holt. 1.50
True Stories from Hist. and Biog. Hawthorne. Houghton. 1.25
Boston Town. Scudder. Houghton. 1.50
Herodotus for Boys and Girls. White. Putnam. 3.00
Indian History for Young Folks. Drake. Harpers. 3.00
Our Young Folks' Josephus. Shepard. Lippincott. 3.00

- Colonial Days. Markham. Dodd, Mead & Co. 2.50
Stories from Homer. Virgil. the Greek Tragedians: Herodotus Livy Roman Life in the Days of Cicero. Stories of the Persian War from Herodotus. Church. 7 vols. Dodd, Mead & Co. Per vol. 1.50
Famous Indians. 5 vols. Dodd, Mead & Co. Per vol. 1.25
Montezuma. Pocahontas. Brant and Red Jacket. Red Eagle. Tecumseh. 1.25
War of 1812. U. S. & Gt. Britain. Johnson. Dodd. 1.25
The Old French War. Do. Do. 1.25
Hist. of the War with Mexico. Ladd. Do. 1.25
Hist. of King Philip's War. Markham. Do. 1.25
Book of Golden Deeds. Yonge. Macmillan. 1.25
History of Germany. Gould. Dodd, Mead & Co. 2.00

BOOKS OF TRAVEL.—Mature.

- Exploration of the World. Verne. Scribners. 3 vols. Per vol. 3.50
I. Famous Travels & Travelers. II. Great Navigators of XVIII. Century. III. Great Explorers of XIX. Century. 80
Alpine Climbing. Nelsons. Do. 2.00
Eastern Archipelago. Do. Do. 2.00
Recent Polar Voyages. Do. Do. 2.00
The Lake Regions of Central Africa. Goddard. Do. 1.50
Constantinople. De Amicis. Putnam. Do. 1.50
Holland. Do. Do. 2.00
Morocco. Do. Do. 2.00
Paris. Do. Do. 1.25
Spain. Do. Do. 2.00
Italy. Do. Do. 2.00
Our New Way Round the World. Coffin. Estes & Lauriat. 2.50
Views of Africa. Taylor. Putnam. 3.00
Soudan, the Wild Tribes of the James. Dodd, M. & Co. 6.00
Alaska & Missions on the No. Pacific Coast. Jackson. Dodd, Mead & Co. 1.50

From 12 to 18.

- Zigzag Journeys. Butterworth. Estes & Lauriat. Per vol. 1.75
The Orient. Europe. Classic Lands. Northern Lands. Occident. Acadia and New France. 1.25
Young Folks' Heroes of Hist. Towle. Lee & S. Per vol. 1.25
Marco Polo. Magellan. Vasco da Gama. Pizarro. Drake the Sea-King. 3.00
Boy Travelers. Knox. Harpers. Per vol. 3.00
Japan and China. Siam and Java. Ceylon and India. Egypt and the Holy Land. Africa. 1.50
Illus. Library of Travel. Ed. by Bayard Taylor. Scribners. Per vol. 1.50
Central Africa. So. Africa. Arabia. Central Asia. Siam and Japan. 1.75
Our Young Folks Abroad. McCabe. Lippincott. Do. Do. Do. in Africa. Do. Do. 1.75

From 7 to 12.

- Bodley Books. Scudder. Houghton, M. & Co. Per vol. 1.50
Doings of the Bodley Family. Bodleys' Afoot. On Wheels. Telling Stories. Mr. B. Abroad. Bodley Grandchildren in Holland. English Bodleys. Viking Bodleys. 1.50

NATURAL HISTORY.—Mature.

- Wonders of the Deep. Devere. Putnam. 1.25
Romance of Nature. I. Hist. Gosse. Lippincott. 1.25
Wonders of the Great Deep. Gosse. Do. 1.25
Half Hours with Insects. Packard. Estes & Lauriat. 2.50
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Wake Robin. Borroughs. Houghton M. & Co. 1.50

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Stories of Bird-Life. Berthoud. Nelsons. 1.25
In the Woods. (About birds) Do. 1.00

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- Hist. of My Friends. Achard. Putnam. 1.50
The World at the Fireside. Kirby. Nelsons. 1.75
Aunt Martha's Corner Cupboard. Do. Do. 1.00
Little Folks in Feathers and Fur. Thorne. Dutton. 2.50
Grandpa's Stories of Dame Nature. Saintline. Lippincott. 1.25
Two Years Before the Mast. Dana. Houghton, M. & Co. 1.50
Tales Out of School. Stockton. Scribners. 1.50
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STORIES AND ADVENTURES.—From 10 to 18.

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Tom Brown at Oxford. Do. Do. 1.50
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Man-of-War Life. Nordhoff. Dodd & Co. 2 editions. 1.00 & 1.50
Merchant Vessel. Do. Do. 1.00 & 1.50
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Two Years Before the Mast. Dana. Houghton, M. & Co. 1.50
Young Ninetails in No. America. Knox. Harpers. 2.50
Do. Do. Round the World. Do. 2.50
Cast Up by the Sea. Baker. Lippincott. 1.25
True Tales for My Grandsons. Baker. Macmillan. 1.50
Stories of the Woods. (Condensed from Cooper.) Houghton. 1.00
Do. Do. Sea. Do. Do. Do. Do. 1.00
Do. Do. Prairie. Do. Do. Do. Do. 1.00
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Do. Do. Do. at School. Do. Do. 1.50
Cross Patch. Do. Do. 1.50
Play Days. Jewett. Houghton, M. & Co. 1.50
Peterkin Papers. Hale. Osgood. 1.00

LEGENDS, MYTHOLOGY AND FAIRY TALES.

- The Merry Adventures of Robin Hood. Pyle. Scribners. 3.00

- The Boys' King Arthur. Ed. by Lanier. Do. 2.00
Do. do. Frodo. Do. Do. 2.00
Do. do. Mabinogion. Do. Do. 2.00
Do. do. Percy. Do. Do. 2.00
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Do. do. Siegfried. Do. Do. 2.00
Queer Stories for Boys and Girls. Eggleston. Do. 1.00
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The Fairy Book, by Author of "John Halifax, Gent." Do. 1.25
The Greek Heroes. Kingsley. Do. 1.50
Little Meek, and Other Fairy Tales. Hauff. Putnam. 1.50
Moonfolk. Austin. Do. 1.75
The Enchanted Moccasins. Mathews. Do. 1.50
Wonder World. Pabke and Deane. Do. 1.75
The Children's Book. Scudder. Houghton & Co. 3.50
Stories and Tales. Hans Christian Andersen. Do. 1.50
Wonder Stories. Do. Do. 1.50
Tanglewood Tales. Hawthorne. Do. 1.25
Wonder Book. Do. Do. 1.25
Stories from Old Eng. Poetry. Richardson. Do. 1.50
Tales from Shakespeare. Lamb. Macmillan. 1.25
Jovous, Pleasant and Refreshing Hist. of the Perfect Knight Bayard. Kinderley. Dodd, Mead & Co. 3.00

POETRY, BOOKS OF REFERENCE, Etc.

- Reader's Handbook. (Mature.) Brewer. Lippincott. 3.50
Golden Treasury of Songs & Lyrics. Palgrave. Macmillan. 1.25
Cyclopedia of Practical Quotations. Funk & Wagnalls. 5.00
Easy Star Lessons. (Colored charts for every month.) Ma-ture.) Proctor. Putnam. 2.50
Self Culture. James Freeman Clark. (Mature.) Osgood. 1.50
Samuel Smiles' Works. (For young men and women.) Harpers. Per vol. 1.00
How to Get Strong. Blakie. Harpers. 1.00
Sound Bodies for Our Boys and Girls. Blakie. Do. 1.40

From 12 to 18.

- The American Boy's Handy-Book. Beard. Scribners. 3.00
The Amer. Girl's Home-Book of Work & Play. Campbell. Putnam. 2.00
Young Folks' Cyclopedia of Common Things. Champlin. Holt. 3.00
Do. do. do. Persons & Places. Do. Do. 3.50
Do. do. Whys & Wherefores. (In story form.) Lippin. 2.00
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Aesop's Fables, Phrased by Scudder. (5 to 10.) Houghton. Apple Blossoms. Dora & Elaine Goodale. (Poetry.) Putn. 1.25
Boy with an Idea. Series. Putnam. 1.50
Young Mechanic. 1.75
Amongst Machines. 1.75
Boy Engineers. 1.75
Learning to Draw. 2.00
Familiar Talks to Boys. Dr. John Hall. Dodd, Mead & Co. 1.50
Song and Rhymes for the Little Ones. Morrison. 2.00

NEW YORK CITY.

EXHIBITION OF PRIZE CARDS.—It was a very thoughtful idea of Messrs L. Prang & Co. to allow the public to examine the original designs for the Christmas Card Prize Competition. And the appreciation of this favor was shown by the number of people who visited Richards' pretty little gallery, at 236 Fifth ave., every day last week. The artists whose work was represented are among the best in New York and Boston, as such names as Beckwith, Blashfield, Dielman, Rosina Emmett, Freer, Moran, Weldon, Weir, and Fredericks, show. The designs are very different in subject and treatment, although the foundation idea is the same. Mr. Charles D. Weldon, a rising young artist, was awarded the first prize of \$1,000.

A reproduction on satin of a painting of roses, by Jean Robie, attracted almost as much attention as the Christmas cards; so perfect was the copy that scarcely any difference could be detected between it and the original. L. Prang & Co. are to be commended for their artistic workmanship.

NOVELTY CONCERTS.—The second in the enterprising scheme of concerts which Mr. Van der Stucken has undertaken this winter, occurred December 6th, at Steinway Hall. With one exception the program was made up of selections that have not been heard before in this country. It need hardly be said that they were of great interest. Mr. Alexander Lambert was enthusiastically recalled after his performance of a Saint Saens' Concerto, and Mr. Ovide Musin, the violinist, was equally well received. The vocal portion of the program was a love scene from "The Seven Mortal Sins." Miss Christine Dorsert, Messrs. Hilliard and Remmert and a male chorus interpreting this work.

YOUNG PEOPLE'S CONCERT.—The interested young listeners at Steinway Hall, on Saturday afternoon, December 6th, were delighted with the program Mr. Thomas had arranged for them. Although the names of Handel, Haydn, Gounod and Mendelssohn were found on the program, the selections from their works were made judiciously, and with special care to their character and length. Mr. John F. Rhodes, who comes almost with in the category of "young people," played a violin obligato to the "Ave Maria" of Gounod, which Miss Emma Juch sang with a charming sweetness of voice and manner.

METROPOLITAN OPERA HOUSE.—The opera season under Dr. Damrosch's guidance has, so far, fully realized even the most extravagant prophecies for its success. The production of the operas, to the smallest details, has been done with a perfectness that calls for no adverse criticism. The announcements for this week are Dec. 8th, "Lohengrin"; Dec. 10th, "Don Giovanni"; and Dec. 12th, "Les Huguenots."

SALMAGUNDI CLUB.—The annual exhibition opens December 11th, and lasts until the 23d. It will be held at the Academy of Design, Twenty-third Street and Fourth avenue. The short time that the pictures can be seen should impress itself upon the mind of every one who expects to attend the Club's exhibition, as the two weeks will slip rapidly by in the busy times just before the holidays. An illustrated catalogue is being prepared by Hamilton Hamilton, G. W. Ritchie and F. C. Redwood.

PHILHARMONIC SOCIETY.—The second public rehearsal and concert, December 12th (afternoon), and 13th (evening), at the Academy of Music, has the following interesting program: Symphony in F minor, Strauss; Overture, "Coriolanus," Beethoven; Concerto for violin.

FOR THE SCHOLARS.

FIVE LITTLE CHICKENS.

Said the first little chicken,
With a queer little squirm:
"Oh, I wish I could find
A fat little worm!"

Said the next little chicken,
With an odd little shrug:
"Oh, I wish I could find
A fat little bug!"

Said the third little chicken,
With a sharp little squeal:
"Oh, I wish I could find
Some nice yellow meal!"

Said the fourth little chicken,
With a small sigh of grief:
"Oh, I wish I could find
A green little leaf!"

Said the fifth little chicken,
With a faint little moan:
"Oh, I wish I could find
A wee gravel stone!"

"Now see here," said the mother,
From the green garden patch:
"If you want any breakfast
You just come here and scratch!"

EDUCATIONAL CALENDAR FOR DECEMBER.

BY N. O. WILHELM.

Dec. 15, (1814)—Hartford convention, composed of members appointed by New England State Legislatures, met to discuss effects of the war of 1812, which had injured New England commerce and fisheries. It held that the constitution had been violated by the Democratic war measures, and proposed several amendments aimed to prevent possibility of recurrence. One of these was to limit Embargoes to 60 days. Its acts were considered treasonable; its members politically ostracised; and the final result was destruction of the Federal Party.

Dec. 17, (1835)—Great fire in New York. Great fires have occurred in over two hundred cities among which were the following: Rome—burned by Nero, who is said to have played the violin while the city was burning; Moscow—by the Russians to deprive Napoleon's soldiers of supplies and winter quarters; Alexandria—Great library destroyed by the decision of Calif Omar. "If these writings of the Greeks agree with the Koran they are useless and need not be preserved. If they disagree they are pernicious and ought to be destroyed." London—Our four hundred acres laid in ashes, £10,000,000 worth of property destroyed; Chicago—loss \$200,000,000 worth of property and 200 human lives.

Dec. 21, 1574.—John Kepler was born.—A great astronomer. Kepler's Laws.

1st. Orbits of all planets are elliptical.

2nd. The radius vector or line extending from the planet to the sun describes or passes over equal areas in equal times.

3rd. The squares of the periodic times of a planet are proportional to the cubes of their mean distances from the sun. He considered the sun the source of motion as well as light and heat.

NOTEWORTHY EVENTS AND FACTS.

DOMESTIC.

The capstone of the Washington monument was laid Dec. 6. Official ceremonies marking the completion of the monument will take place Feb. 22, the one hundred and fifty-third anniversary of Washington's birth. They will be under the direction of a joint commission of the Senate and House of Representatives. The corner stone of the monument was laid on July 4, 1848, in the presence of President Polk. In 1854 the funds of the monument society were exhausted, efforts to obtain an appropriation from Congress were defeated, and the disappearance of a stone contributed by the Pope during the Know-Nothing excitement shut off to a great extent contributions of many from private sources. In 1871, the State of New York voted \$10,000 on condition that enough money should be raised to complete the shaft, and New Jersey voted \$3,000 and Minnesota \$2,000 on a like condition. In 1874 the society had in hand only \$15,000, the most of which was contributed in California on election day in Nov., 1860. In 1876, an appropriation was made by Congress and since that time the work has steadily advanced. It is expected that about two years more will be required for the final completion of the interior and base of the monument.

For nearly six months the miners in the Hocking Valley, Ohio, have been on a strike. The operators have held out against them and the miners are very destitute. Other workmen are now at work in the mines and some of the old miners are emigrating. Many it is thought will return to work.

Mrs. Howe, of the Woman's Bank, after having served three years in the House of Correction for swindling depositors, has announced herself as agent of a new and somewhat similar enterprise. Seven dollars per month interest is offered on \$100, with three months' interest in advance. The original Woman's Bank offered 8 per cent. per month on \$100 and three months' interest in advance. Large deposits were received, with disastrous results to the depositors.

Attempts to repair the Atlantic cables have so far been baffled by continued storms. There is daily communication between London and the steamship Faraday which is trying to splice the Bennett-Mackay cables. Those in charge are hopeful of early success, but the company will not open its office to the public until both cables are in working order. Those in search of the Gould cable are encountering great difficulties in account of the depth of the water and the constant fogs. With good weather the work of restoration will be completed by next spring.

FOREIGN.

Prince Bismarck is losing power in the German Reichstag. A motion which had been rejected by the Bundesrath was carried by a large majority, but will probably be again defeated in the Bundesrath, if the iron-handed chancellor so orders.

The new English Redistribution Bill was introduced in the House of Commons on Monday, by Mr. Gladstone. The most important features of the bill are a large application of the principle of equal electoral districts, and the single member system for each new district. It is the greatest advance toward a democracy made since 1832, and leads to still greater within a few years.

President Diaz was inaugurated Dec. 1st, for the second time as Chief Executive of the Republic of Mexico. There was no disturbance at the Capital, although trouble had been predicted.

The official bulletin of the Panama Canal Company gives a resume of the statements of Commander Goringe, giving the result of his inspection of the work done on the canal up to July of this year. At that time only one-seventeenth part of the actual cutting of the canal had been finished, while the expenses so far incurred amounted to one-sixth of the estimated total outlay. Commander Goringe concluded that the canal would cost eventually \$120,000,000, and would be completed at the latest by January 1, 1890.

GOLDEN THOUGHTS.

OLD AGE.—To resist with success the frigidity of old age, one must combine the body, the mind, and the heart. To keep these in parallel vigor, one must exercise, study, and love.

—MADAME DE STAEL.

Give me a staff of honor for mine age, but not a sceptre to control the world.

—SHAKESPEARE.

BEAUTY.—Beauty was lent to nature as the type of heaven's unspeakable joy, where all perfection makes the sum of bliss.

—S. J. HALE.

I pray Thee, O God, that I may be beautiful within.

—SOCRATES.

DAY.—O how glorious is noon-day!

With the large, cool shadows lying
Underneath the giant forest,
The far hill-tops towering dimly
O'er the conquered plains below.

—D. M. MULOCK.

Count that day lost whose low descending sun
Views from thy hand no worthy action done.

—STANFORD.

DEW-DROPS.—Nature's tears which she
Sheds in her own breast for the fair which die.
The Sun insists on gladness; but at night
When he is gone, poor Nature loves to weep.

—BAILEY.

Dew-drops are the gems of morning,
But the tears of mournful eve!

—COLERIDGE.

CHARACTER.—He that has light in his own clear breast
May sit in the centre and enjoy bright day;
But he that hides a dark soul and foul thoughts
Benighted walks under the mid-day sun;
Himself is his own dungeon.

—MILTON.

Both man and womankind belie their nature
When they are not kind.

—BAILEY.

The art of spelling correctly is, perhaps, the most difficult accomplishment in the whole range of educational requirements. The theologian may advance the doctrine of total depravity, and in support of his position, may point to the peculiar aptitude of the child to repeat the profane word fallen once upon the ear, while the useful lesson so carefully conned requires close application to fix it in the memory. And so may the orthographer point with equal force to the almost universal tendency of children to spell wrongly, and the fact is well established that even in later growth the mind clings closely to its early bias—fully one-half the letters deposited in our mercantile mail contain errors in this direction. We naturally look for the cause of this wide spread defect and find a solution thereof in the fact that up to this time spelling has been made a purely mechanical exercise. Long columns of disconnected words, often selected on account of their oddity, conveying no meaning to the mind of the child and giving him no clue whereby he can form an idea of the meaning, are furnished him, and he is required to commit to memory in about the same manner as the Brazilian parrot learns his theology on board a South American vessel. This fact has been recognized by our most progressive teachers, and in many instances spelling books have been discarded and dictation exercises substituted. Campbell's Reading Speller, published by DANIEL VAN WINKLE of this city, fully supplies the want so long experienced. Recognizing the fact that the child's mental activity is just as marked as in more advanced years, the plan of these admirable books is based upon the theory that this active principle needs aliment, and words are so arranged as to suggest a line of thought and stimulate inquiry, being presented in such a way that the child almost unconsciously grasps their meaning, and hence spells understandingly.

HORSFORD'S ACID PHOSPHATE,
ASSISTS MENTAL LABOR.

Prof. ADOLPH OTT, New York, says of the Acid Phosphate: "I have been enabled to devote myself to hard mental labor, from shortly after breakfast till a late hour in the evening without experiencing the slightest relaxation, and I would not now at any rate dispense with it."

DECEMBER BOOKS.

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Teacher. "Compare 'little'."

Pupil. "Little, less, least."

T. "Will you, then, speaking of three boys, say, 'this little boy, this less boy, and that least boy?'"

P. "Certainly not. I say this little boy, this smaller boy, that smallest boy; but does not the Grammar compare 'little,' 'little, less, least?'"

T. "Yes; and when we speak not of size but of quantity, we use these terms, as 'a little salt,' 'less salt,' 'the least salt possible.' It is not the word 'little' that we are now parsing, but *this* word 'little' in this sentence. If we had the phrase 'the smaller boy' in the sentence, would you compare 'smaller,' 'small, smaller, smallest?'"

P. "That would seem to be right, but, then, I should not say, 'This *small* boy is only five years old.' I think I ought to compare 'smaller' in this phrase, 'little, smaller, smallest?'"

T. "Very well. You may parse years."

P. "'Years' is a noun, common, third, plural,

neuter, nominative, being in the predicate after the verb 'is,' according to a rule of syntax which requires that 'a noun in the grammatical predicate of a sentence shall be in the nominative case.'"

T. "You talk very smoothly, and in some other sentence, as 'These are years of prosperity,' your parsing would be correct; but, in this sentence can 'years' be in the predicate-nominative?"

P. "I see now that it cannot, for 'boy' and 'years' are not names of the same person or the same thing. I do not see how to dispose of this word."

T. "Well, we will leave this for a moment. What does 'of' connect?"

P. (confidently) "'Years' and 'age.'"

T. "You speak without thinking. How old is the boy?"

P. "Five years old."

T. "If 'of' connects 'age' with 'years,' this means that 'of age' modifies 'years,' that 'old' in the equivalent phrase 'five years old' modifies 'years.' Is it the thought, then, that the years are old, or that the boy is . . . old? And will you not now be able to parse 'years,' when you remember that any words in the answer to a question have the same office as the corresponding words in the question?"

P. "I think I now see clearly. You asked me 'how old is the boy,' and I replied, 'five years old, five years of age.' 'Old' is a predicate adjective belonging to 'boy'; 'of age' is a predicate adjective-phrase limiting 'boy,' and 'of' connects 'age' with the word limited, 'boy'; 'how' is an adverb modifying 'old,' 'years' must be a noun used adverbially in the objective case without a governing word and modifying the adjective 'old' or the adjective phrase 'of age.'"

T. "And the word 'only'?"

P. "'Only' is an adverb modifying the adverbial phrase 'five years.'"

T. "Right. Enough for to-day. Let all your study of 'parsing' be, first and chiefly, a study of the thought."—*Rhetoric Made Easy.*

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MAGAZINES.

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The Christmas number of *Our Little Men and Women* is full of pleasant reading for the little folks, with plenty of illustrations scattered throughout.

A continued story by the author of "Paul Knox Pitman" opens the December number of Cassell's *Family Magazine*, and concludes happily. There is a practical talk by a doctor upon "My Obstinate Patient"; an illustrated paper on "A Glimpse at Norway"; a song called "The White Dove," by Charles W. Pearce; the story of "John Ford" ends; some helpful papers upon dress and household matters determine the character of the magazine, which is intended especially for the family.

NOTES.

Funk & Wagnall have in press the "Buntling Ball," a poetical satire on New York society.

An article on "Working Art Clubs," in the November *Art Amateur* will be of use to those who are desirous of starting art clubs in their own community.

Cassell & Company, of New York, are to publish in book form the story "Trajan," which began to run as a serial in the *Manhattan*. We hope the author will decide to reveal his name on the little page.

BOOKS RECEIVED.

"Out of Egypt." G. F. Pentecost. New York: Funk & Wagnall. 25cts.
The Teachers Manual. Hirman Orcutt. L.L.D. Boston: Thompson, Brown & Co.
The Triple "E." S. R. G. Clark. Boston: D. Lothrop & Co. 25cts.
The Elocutionist's Manual No. 12. Phila.: National School of Oratory. 30cts.
How to Live a Century and Grow Old Gracefully. J. M. Peebles, M.D. New York: M. L. Holbrook & Co. 50cts.
Humorous and Dramatic Recitations, Nos. 1, 2, 3, and 4. Eugene J. Hall. Chicago: 10cts. each.
Handbook of Universal Literature. Anne C. Lynch Botta. Boston: Houghton, Mifflin & Co. \$2.00.
Elements of Zoology. C. F. Holder and J. B. Holder, M.D. New York: D. Appleton & Co. \$1.50.
The Seven Ages of Man. Illustrated. Phila.: J. B. Lippincott & Co. \$1.50.
The Wagoner of the Alleghenies. By T. Buchanan Read. Phila.: J. B. Lippincott & Co. \$1.50.
Young Folks' Ideas. By Uncle Lawrence. Phila.: J. B. Lippincott & Co. \$2.00.
Our Young Folks' Josephus. By William Shepard. Phila.: J. B. Lippincott & Co. \$2.50.
Elements of Morals. By Paul Janet, translated by Miss C. R. Cornson. New York: A. S. Barnes & Co. \$1.00.
A Descriptive Astronomy. By Joel Dorman Stead, Ph.D. New York: A. S. Barnes & Co.
Bo-Peep. Cassell & Co. (Limited.) \$1.00.
Hither and Thither. By Mary D. Brine. New York: Cassell & Co. \$1.25.
Little Folks. New York: Cassell & Co. \$1.25.
Tenants of an Old Farm. Dr. Henry C. McCook. New York: Fords, Howard & Hulbert. \$2.50.
Stories by American Authors VIII. New York: Charles Scribner's Sons.
Songs and Rhymes for the Little Ones. Compiled by Mary J. Morrison. New York: G. P. Putnam Sons. \$1.75.
Bermuda. By Julia C. R. Dorr. New York: Charles Scribner's Sons.
The Franklin Speaker. Edited by Owen Root, Jr., and Josiah H. Gilbert. New York: Taintor Brothers, Merrill & Co.
Emile. Translated by Eleanor Worthington. Boston: Ginn, Heath & Co. 80cts.
Fresh Fields. John Burrows. Boston: Houghton, Mifflin & Co. \$1.50.
Maxims of Public Health. By O. W. Wight. New York: D. Appleton & Co. 75cts.
Noble Blood. By Julian Hawthorne. New York: D. Appleton & Co. 50cts.
The Black Poodle and other Tales. By F. Austey. New York: D. Appleton & Co. 50cts.
The Eclectic Complete Book-Keeping. By Ira Mayhew, L.L.D. New York and Cincinnati: Van Antwerp, Bragg & Co.
The Story of My Life. By J. Marion Sims, M.D., L.L.D. New York: D. Appleton & Co. \$1.50.
Allan Durn and Robert LeDiable. Part Five. By Admiral Porter. New York: D. Appleton & Co.
Common Sense Household Calendar for 1885. By Marion Harland. New York: Charles Scribner's Sons. \$1.00.
Rudimentary Society Among Boys. John Johnson, Jr., A.B. Baltimore: John's Hopkins University.
History of the United States. By Helen W. Pierson. New York: Geo. Routledge & Sons. \$1.00.
The Song of Hiawatha. Part I and II. New York and Boston: Houghton, Mifflin & Co. 15 cents each.
A Modern Midas. By Maurice Jokai. New York: R. Worthington. \$1.25.
Jack in the Pulpit. Edited by J. G. Whittier. New York: R. Worthington.

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